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## ABSTRACT

This guide explains features of the Internet and compiles Internet resources useful to those interested in the education and development of young children. Chapter 1 of the guide explains what is needed to connect to the Internet. The chapter then discusses the Internet's domain name system, electronic mail, mail/discussion lists, newsgroups, Internet etiquette, File Transfer Protocol, TELNET, Gopher, the World Wide Web, various Web browsers, Uniform Resource Locators, home pages, search engines, and Web page creation. The chapter concludes with suggestions for finding information on the Internet. Chapter 2 explains several common commands used on mail lists and presents fact sheets on 30 mail lists. Each fact sheet includes a description of the mail list and its name, sponsor, electronic mail address, type of software on which the list is based, contact person, and subscription instructions. Chapter 3 provides fact sheets on 178 Internet sites. Each fact sheet includes a description of the site and the site's name, sponsor, type of sponsor, Internet and mail address, and contact person. Chapter 4 provides information on how to locate and use ERIC system resources on the Internet, and chapter 5 contains a bibliography of ERIC documents and journal articles on "The Internet and Early Childhood Educators." The guide concludes with a glossary of Internet-related terms, an index, and appendices of materials from and about the ERIC system, the National Parent Information Network, and the ERIC Clearinghouse of Elementary and Early Childhood Education. (KB)

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***A to Z:***

# ***The Early Childhood Educator's Guide to the Internet***

Compiled by the Staff of the  
ERIC Clearinghouse on Elementary and Early Childhood  
Education (ERIC/EECE)

*With an Introduction by Dianne Rothenberg*



Revised November 1998

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## Introduction

The first information storage and transmission system was inside our own heads. What we knew (how to find a woolly mammoth, how to build a fire, which plants would kill you and which ones would not) was shared with others through gestures, examples, and eventually language, and we stored that information in our own memories. Retrieving information in those days was relatively easy, too, although failure to find information was certainly fatal more often than it is today. Back then, you either remembered what you needed to know, or asked someone else, and if the other person knew, you got an answer. In some ways, it's been downhill ever since (Janes & Rosenfield, 1992).

In a relatively short time, computers have managed to transform not only how we communicate but also to change forever how we store and retrieve information. Since the 1500s the printed page has been the most influential means of communication in Western civilization. Thinkers writing about the invention of the printing press long ago were concerned that the art of memorization would be lost with the advent of the printed page.

Now that electronic communication has become the most influential form of information transmission, we often hear concerns that the use of the printed page—or even the skill of reading—will be lost. It is unlikely that the Internet will bring about the end of printed books or printed materials at any time in the foreseeable future. It has been true in this century that every time a new communication technology has been introduced, the older ways of communicating have not ceased to exist but instead have continued to grow as highly popular but slightly more specialized services. A good example is radio, which did not disappear when television came along but remains widely used. We can expect that print will begin to occupy a slightly different position in our society but remain important to us, and that reading will continue to be the primary human skill needed to function in adult society.

### Why Is the Internet Important to Early Childhood Educators?

We at the ERIC Clearinghouse, along with many others in the field of early childhood education and care, have worked hard to make sure that early childhood education is well represented on the World Wide Web. We've done that for several reasons:

*First, to make information available to the widest possible audience of early childhood educators.* We assumed (and rightly so, in the beginning) that we would reach different audiences with our print materials and our Web site. Each year for 20 years, we printed and distributed more ERIC Digests and Resource Lists than we had the year before, and in the first two or three years that we presented Web sites, that trend continued. Last year (1997) was the first time that we saw printing and distribution figures decrease for print materials; during the same year, Web accesses to these same materials quadrupled. As Internet use becomes more widespread, we find that audiences for print and Internet-based resources are increasingly the **same** audience.

*Second, to see early childhood education and child care well represented on the Web.* This is an important goal because what I have called the "accidental tourists" of the Internet—Web surfers—can then "accidentally" encounter on the Internet high-quality, well written, well presented, and interesting information on the education, care, and development of children under eight years of age. No matter whether we call this

advocacy, or consumer education, or simply informing the general public—the Internet provides us with another means of applying *pressure* for improvement in early childhood education and the delivery of early education and care. Too often we share our most thoughtful ideas and views about early childhood education and care only with other early educators. Yet we need the informed support of the general public to bring about improvements in our field. We need parents, grandparents, business people, policymakers, and the media to be better informed about our work and the importance of what we do so that they will support our efforts for improving the care and education of young children. The Internet makes it possible to reach out to groups who are likely to be supportive if they understand the importance of our efforts to improve settings and experiences for young children.

*Third, to encourage the professionalization of the field of early childhood education and of early childhood educators.* My colleague Lilian Katz likes to talk of how important it is for early childhood educators to be not just a *pressure group* but to also be an *impressive group*, both in the practice of early childhood education and in our behavior as ethical, thoughtful professionals. The new information technologies provide us with many ways to find resources for continuous improvement in the practice of our profession. The word *empower*, which is overworked these days, is defined in my dictionary as “to give power and authority to.” In the best and truest sense of the word, the Internet can empower those of us in early childhood education by helping us learn more about our own field.

### Uses of the Internet by Early Childhood Educators and Parents

The most common uses of the Internet are, in approximately this order, communication, entertainment, marketing, information seeking, advocacy, and all kinds of education—including consumer education, distance education (formal and informal), and support of regular classroom education, especially in higher education.

This list of common Internet functions used to be much shorter. There was a time when I would not have included in such a list distance education or marketing as major Internet uses. Despite extensive commercialization, the Web already is and will continue to be something much more than a gigantic virtual yellow pages, as some observers have recently described it. And in fact, the interest of the commercial sector in the Internet is an important driving force in making Internet access and online services affordable.

Despite increased affordability, equity in computer and Internet access continues to be a problem in society. It is likely that concerns about equity will diminish somewhat over time, as computers and the Internet become more a part of our everyday lives. Already, many public libraries and other agencies in many states provide computer terminals for use by the general public at no fee. We encourage schools to open their computer labs to the parents and neighbors who have funded them in the first place. We can expect that communities will continue to find creative ways to increase access to the new information technologies for all of us. The University of Illinois Graduate School of Library and Information Science recently received a large federal grant to collect 1,000 outdated computers from local businesses and, with the help of teenagers from low-income families working with graduate students, upgrade or rebuild those computers; each teenager who takes part in the program gets to take a computer home, and the rest are being distributed throughout the community to low-income families and

organizations. Such efforts are significant. At the Families, Technology, and Education Conference we hosted in 1997, parents equated Internet access with power and influence in our society. One of the most often expressed hopes among the parents attending was for greater Internet access for all families in all parts of the community.

In addition to community efforts, over the next few years we are likely to see a continuing reduction in the cost of computers and Internet use to individuals, largely because business and industry see widespread use of the World Wide Web as a way to sell us products. We will also find that the integration of technologies offers new and often easier ways to make use of the Internet for those with little time, money, or energy to learn about it. Computers, cable TV, Web TV, telephone lines, satellite dishes, wireless technologies—all will be used to present the general public with new opportunities for easy access to the World Wide Web.

Our Clearinghouse has an ongoing special project called the National Parent Information Network, which is intended to create a high-quality WWW site for parents and to provide question-answering services for and about parents and parenting. Since late 1993, NPIN has been providing these services through the World Wide Web and also by toll-free telephone. What we have learned about families in the new information society is that, like early childhood educators, they sometimes feel isolated. Parents often live far from their own families; they may be fairly transient in their communities or neighborhoods, or they may lack close friends or neighbors from whom they can ask child-rearing advice. They may even be embarrassed to ask those neighbors or relatives who are close at hand about certain issues or concerns. All too often, the sources of information available to them are not of the highest quality or are not up-to-date. For these parents, the Internet provides a comfortable, anonymous way to find out that they are not the only ones struggling with troublesome behaviors or learning problems. They can use the Internet to ask an "expert" a question and to discuss their concerns with other parents in Internet discussion groups. They can find research-based parenting information through the National Parent Information Network and many of the Web sites described in this book.

### **This Edition of *A to Z***

Today we live in an era when computer advertisements ask us, "Where do you want to go today?," command us to "Think different," and assure us that "All the books in the Library of Congress can be sent coast to coast—flawlessly—in the time it takes lightning to strike!" These kinds of promises sometimes make us forget that the information society is in its infancy. We have seen huge changes in technology over the last decade, and the rate of change, according to many observers, is accelerating rather than slowing down. The new information technologies will continue to increase the expense involved in operating our organizations, but they will also allow us to provide new and improved services for more people.

This edition of *A to Z: The Early Childhood Educator's Guide to the Internet* is much expanded from previous editions. Every day we learn of new Internet sites produced by early childhood educators and by organizations working in our field, and we have included as many new sites in this guide as possible. Unfortunately, given the rapid rate of change on the Internet, much of the information in any printed guide to its vast resources is almost immediately outdated. Therefore, the 1998 edition of *A to Z* will be the last print edition of this work. Perhaps it is

fitting that from the year 2000 forward, this guide will be available only on the World Wide Web at <http://ericece.org/azguide.html>.

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## References

Janes, Joseph W., & Rosenfeld, Louis B. (1992). From security to serendipity, or, how we may have to learn to stop worrying and love chaos. *Proceedings of the ASIS mid-year meeting. Networks, telecommunications, and the networked information resource revolution. Albuquerque, NM, May 27-30, 1992*, 75-82. EJ 450 409.

# **Chapter 1**

## **An Introduction to the Internet**

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This chapter provides some general pointers that we think you will find useful as you begin to use the Internet to find information on early childhood education, child care, and child development. The information contained here is not exhaustive; there are many Internet guides in bookstores that provide comprehensive information (see the bibliography at the end of this chapter). Instead, the goal of this chapter is to introduce some basic concepts related to Internet use and to provide you with enough information to get started.

NOTE: Throughout this book, Internet addresses are provided in a consistent format called the "Uniform Resource Locator" (URL). Examples are the URLs of the ERIC/EECE World Wide Web site and the U.S. Department of Education World Wide Web site:

<http://ericee.org/>  
<http://www.ed.gov/>

More information about URLs is provided in a following section called "A Note about Uniform Resource Locators (URLs) and Home Pages."

This chapter begins with an introductory section that explains what you need to connect to the Internet and provides some information about the domain name system used to identify computers connected to the Internet. The chapter then discusses several Internet tools, the first of which is electronic mail (email). Next, the chapter outlines some features of electronic discussion lists, which are based on the use of email, and of Newsgroups, which are not directly related to email. Some elements of Internet etiquette are identified.

Because the remaining Internet tools discussed in the chapter are based on client-server software, this method of data exchange is briefly mentioned. Then TELNET, a second Internet tool, is explained. The bulk of the discussion of Internet tools focuses on the World Wide Web (WWW). The section on the WWW presents some general points about the WWW and provides specific information about Web browsers, Uniform Resource Locators, the use of File Transfer Protocol, accessing Gopher sites through Web browsers, the use of Web search engines, and the creation of Web pages. The final section discusses finding information and resources on the Internet. A list of resources for additional information is appended.

## Getting Started

### What You Need to Connect to the Internet

1. A computer — Either a Macintosh or a DOS machine (that is, an IBM or IBM-clone machine) works fine, provided it meets certain minimum requirements, as outlined below.

- *Memory.*

- Minimum configuration: 16 megabytes (MB) of memory

- Recommended configuration: 32 or more megabytes (MB) of memory

Not surprisingly, with each edition of this *A to Z Guide*, we are recommending a greater amount of memory. Using fewer than 16 megabytes of memory will not result in efficient use of the Internet. Therefore, we suggest a total of 16 MB of memory as a *minimum configuration* for using the World Wide Web (WWW), as well as for other applications, and recommend a total of 32 MB of memory. The cost of computer

memory increases and decreases cyclically, but is currently (fall 1998) at a fairly low cost. Therefore, we recommend that you purchase as much memory as you can afford.

- *Hard drive.*

Recommended configuration: 1-gigabyte (GB) or larger hard drive

Hard drives have become relatively inexpensive, and new computers are typically sold with hard drives of at least 1 gigabyte (1,000 MBs). A large hard drive is useful for a variety of other applications besides using the Internet.

- *Monitor.*

Minimum configuration: VGA monitor

Recommended configuration: for IBM and IBM-clone machines, SVGA monitor; for the Macintosh, a color monitor

A *VGA monitor* is acceptable for word processing, but if you intend to make use of the graphics on the Internet, a high-quality, high-resolution (SVGA) color monitor makes sense.

- *Sound card and speakers.*

Increasingly, many World Wide Web sites on the Internet present information in the form of sound, as well as text and graphics. While it is not necessary to be able to hear these sounds to make good use of the sites, it is often helpful, interesting, and fun. There are many sound cards and speakers on the market that allow you to hear sounds over the Internet. Check with your computer supplier.

2. A modem — Modems have become standardized and reliable. We recommend that you purchase a modem that transfers data at a rate of at least 28.8 baud. (The baud rate is a measure of the number of signals transferred per second over a communications medium; the higher the baud rate, the faster the transmission.) Today, new computers are typically sold with a modem installed. If you are buying a modem now, purchase one that also has fax capabilities.

3. A telecommunications program — Whether you have an education account with a nonprofit Internet service provider or use a commercial service, your Internet service provider will provide you with or recommend a telecommunications program.

4. An account with an Internet service provider — The options for Internet access for the general public are increasing rapidly, but this question remains a central concern for many parents and educators who want to use the Internet. At the federal level, a number of possibilities are being explored for increasing Internet access for the education community. Some of these possibilities were addressed in the telecommunications legislation passed by Congress in early 1996. Vice President Al Gore and many others advocate the connection of every classroom to the information superhighway by the year 2000. Right now, however, there are four broad categories of access.

- *Access through state or regional educational networking systems.* Many states (Texas, Florida, North Dakota, Virginia, and others) now provide or are planning to provide low cost or free access for educators. Inquiries should be directed to local school district offices, regional education service providers, or state departments of

education to find out if this option exists in your area. If your state is in the planning stages of providing access for all educators, become an advocate for including Internet access for pre-kindergarten educators and caregivers.

- *Access through community computing networks.* Local community computing networks have been established in many communities across the United States and in other countries. Many more are in the planning stages. These community computing networks provide various levels of Internet access to the citizens in their communities. One type of community computing network is called a "Free-Net," based on the name of a particular type of network software. Free-Nets were affiliated with the National Public Telecomputing Network (NPTN). The NPTN, a nonprofit organization, was a leader in the community computing network movement until its recent bankruptcy. The Organization for Community Networks (OFCN) now provides some of the information on community computing networks previously provided by the NPTN.

Besides local communities, a few states, such as Maryland, offer Internet access through a state-wide network to every citizen who requests it. (In Maryland, this network is called SAILOR. Visit the Web site <http://sailor.lib.md.us/> or send an email message to [askus@sailor.lib.md.us](mailto:askus@sailor.lib.md.us) for more information about SAILOR.)

To learn whether there is a community computing network in your community, it is a good idea to check your local public library, which is likely to have this information. Information may also be obtained from the OFCN:

Organization for Community Networks  
P.O. Box 32175  
Euclid, OH 44132  
Phone: 216-731-9801; Fax: 216-731-9802  
Web: <http://ofcn.org/>  
Email: [webmaster@ofcn.org](mailto:webmaster@ofcn.org)

The OFCN maintains a list of community computing networks at:

[http://ofcn.org/networks/By\\_State.txt.html](http://ofcn.org/networks/By_State.txt.html)

To locate a community computing network, you might also try using one of the Internet search engines (explained below), by using search terms such as "community" and "networks."

A Directory of Public Access Networks is maintained by the Council on Library and Information Resources (CLIR). This directory is another source of information on community computing resources. This Web-based directory is available at:

<http://www.clir.org/>

- *Access through special projects at universities, colleges, or other institutions.* Many universities and colleges provide Internet access for their faculty, staff, and undergraduate and graduate students. Other institutions, such as many nonprofit organizations, may provide Internet access for their staff. Universities and colleges sometimes provide Internet access to nearby schools that take part in research or

learning projects. If you are in a pre-K setting, suggest that a college in your community help with a project that experiments with ways to further professional development of caregivers and preschool teachers through use of the Internet.

- *Access through commercial services.* Dozens of commercial services, including some telephone companies, now offer connectivity to parents and educators. In addition, some professional associations offer subscriptions to online services that offer their own information and Internet access.

There are literally hundreds of commercial Internet service providers, and many of them provide local or regional service. Check with your local public library, the yellow pages of your telephone book, or advertisements in local newspapers to find out about local providers. The providers listed below are well known and offer their services to a national audience. Further information about these services is available by calling the 800 number or by accessing the Web site, the URL for which is given in the list. This is an incomplete list (based on the ones we are asked about most frequently). No attempt is made to provide cost information because such information changes frequently. Note that many providers offer a free trial of their service. Note also that mention of an Internet provider here does not represent a recommendation from ERIC/EECE.

America Online  
800-540-9449  
<http://www.aol.com/>

HandsNet  
408-291-5111  
<http://www.handsnet.com/>  
[hninfo@handsnet.org](mailto:hninfo@handsnet.org)

CompuServe  
(subsidiary of AOL)  
800-848-8990 (service)  
800-739-6699 (order)  
<http://world.compuserve.com/>

Prodigy Internet  
800-776-3449  
<http://www.prodigy.com/>

5. An appropriate level of Internet access — Regardless of your Internet provider (a university or college, an education consortium, a state or regional education provider, or a commercial provider), there are several questions you should ask about what capabilities the provider offers and about how to use the Internet effectively once you get access. Among these questions are the following:

- How will I use electronic mail? Will I be able to belong to Internet mail lists? Are there limits to message length? Are there charges for sending or receiving electronic mail?
- Will I be able to use TELNET software? Are there any extra charges for using this software? Can I use TELNET from home and at work? (Many universities and colleges offer different capabilities for home use compared to capabilities offered on-campus.)
- Does the system offer a SLIP or PPP connection? If the service offers these types of connections, it increases the chances that you will be able to use a graphical interface to the World Wide Web. An important question to ask is, Can I use the graphical interface from work *and* at home? (Again, many universities and colleges may offer

different capabilities for home use compared to the capabilities of computers wired directly to the computer system in a university building.)

- What are the charges for accessing the Internet from the commercial service, beyond accessing the information on the commercial service itself? (This question applies to those who have access from a commercial provider.)
- Can I access my account by using a local telephone number or a toll-free telephone number?
- How do I check my electronic mail and use the Internet from my portable computer if I am away from home?
- What do I do if I need help? Whom do I call? During what hours is help available in my geographic area?

### Domain Name System (DNS)

The Domain Name System (DNS) is a method for administering the names given to the computers that are connected to the Internet. This method facilitates communications among these machines. Domain names are, in a sense, the addresses of computers. Typically, each computer's domain name has four domains, which are separated from each other by periods. For example:

ux1.cso.uiuc.edu  
ericps.crc.uiuc.edu

The domain in the right of the address is the most general or the highest level. The domain names become more specific as they move left in the address. For example, in the first address above, *edu* represents the highest level "education" domain; *uiuc* represents the University of Illinois at Urbana-Champaign; *cso* represents the University's computing services office; and *ux1* represents a particular computer or group of computers in the computing services office. In the second address, *crc* represents the computer network in the Children's Research Center, a building on the University of Illinois campus; *ericps* represents a computer located on a tabletop in ERIC/EECE's network administrator's office.

Sometimes, domain names can (or appear to) be shorter than four domains. This will often be seen in email addresses, for example:

ericeece@uiuc.edu

For the four-name address above, *ux1.cso.uiuc.edu*, the University of Illinois has the authority to create any names in domains lower than its "uiuc" domain (i.e., to the left of "uiuc"). It has chosen to create "alias" computer domain names for its users. Therefore, if someone sends an email message to *ericeece@uiuc.edu*, that message will automatically be forwarded by one of the University's computers to *ericeece@ux1.cso.uiuc.edu*. The advantages of this practice are that people can remember shorter names, and that less address book updating is required if individual computer names change within the University.

Originally there were six "highest level" domains, representing various types of organizations, as indicated below:

Domain name	Usage
com	commercial organizations
edu	educational organizations
gov	government departments, agencies, and offices
mil	military facilities
org	other organizations
net	network resources

These domain names are still used and a few more may be added in the future. As the Internet has expanded globally, a set of two-letter domains for countries has been developed. Some common country domain suffixes are:

au	Australia	hk	Hong Kong
ca	Canada	in	India
dk	Denmark	kp	Korea
fr	France	nz	New Zealand
de	Germany	uk	United Kingdom
fi	Finland	za	South Africa

To see a complete list of country codes, view the Country Code Contact Information pages maintained by the Internet Assigned Numbers Authority (IANA) at:

<http://www.iana.org/countryA-F.html>  
<http://www.iana.org/countryG-O.html>  
<http://www.iana.org/countryP-Z.html>

The use of the computer "addresses" in this domain name system identifies unique computers and makes communications between these machines (using all the tools of the Internet discussed below) more efficient.

"Where do these domain names come from?," one may ask. Each nation has an organization that assigns domain names within that nation. In the United States, that organization is InterNIC, which is a cooperative activity of the National Science Foundation and Network Solutions, Inc. InterNIC assigns only the last two domains of a domain name. Organizations may apply for a domain name of their choice (assuming it is not already used); a fee is charged for receipt of a domain name. For example, the University of Illinois applied to InterNIC for a domain name and was assigned "uiuc.edu." The University is free to assign more specific domains to its various departments and units. For example, the University assigned the domain "crc" to its Children's Research Center (CRC); then the CRC network administrator assigned the domain "erics" to ERIC/EECE's Web server, which rests on a tabletop in the CRC building. This resulted in the complete address "erics.crc.uiuc.edu." If you are interested in getting more information about InterNIC, visit the Web site at:

<http://rs.internic.net/>

## Electronic Mail

The most popular feature of the Internet is electronic mail (email), which reaches areas of the world with no other type of Internet access. Email is the most common denominator of being considered "on" the Internet. Electronic mail is popular partly because, of all Internet features available, it most closely resembles activities that are already part of our daily lives. We know how to send letters and leave telephone messages for co-workers and others whose judgment we value or from whom we want information, and the use of electronic mail is an extension of those behaviors. Research indicates, in fact, that educators' most frequently used source of information is their colleagues. Electronic mail simply expands educators' immediately accessible peer group to include anyone in the world with an Internet connection.

Electronic mail is fast (most of the time) and largely reliable. Messages can be composed and sent from home or work at the sender's convenience, and received and responded to when convenient for the receiver. Most messages are received and read only by the person for whom they were intended, but email should *not* be considered either secure or private.

Electronic mail addresses vary, as do postal addresses, and carry specific pieces of information. Knowing a little about email addresses can be useful for knowing whether an address is likely to be correct. Sometimes understanding the format of the address can also help you determine someone's location or host institution. All addresses have the following format:

unique logon name	@ sign	domain names of host computer
ericeece	@	ux1.cso.uiuc.edu

Basically, this system of email addresses includes the "logon" name of the person or institution "at" the particular "host" computer. The computer is named according to the domain name system described above. The logon name is the name the person uses to "log on" to the host computer when checking his or her email (or performing other functions on that computer).

How do you find someone's email address? The best way is to *ask* the person (using an old technology like the postal service or the telephone, or an ancient human skill like face-to-face communication!) prior to attempting to send him or her electronic mail. If you know the name of a machine at the same institution and the format of someone else's address there, you can try an address that seems likely to be correct. (For example, if you have a friend whose name is Schmidt and whose email address is schmidt@abc.def.ghi.edu, and another friend at the same institution whose name is Dasgupta, you might try dasgupta@abc.def.ghi.edu.) If it is not correct, the machine will "bounce" the mail back to you.

Another way to locate an email address if you know a person's host computer is to use the *finger* command. To use this command you must be at a UNIX prompt on a computer connected to the Internet (see explanation in the section below, "A Note about Client-Server Software"). The format of the command is:

finger name@host

where host is the host computer and name is either the first name, last name, or logon name of the person whose address you are looking for. For example, if you are looking for your friend Dasgupta's email address type:

```
finger dasgupta@abc.def.ghi.edu
```

and the host computer will return to you information about all the Dasguptas who have accounts on that computer; one of these will be your friend. You will see information such as:

```
login name: dasgupta   In real life: Protima Dasgupta
```

Seeing this information, you now know that, to contact your friend by email, you should send a message to dasgupta@abc.def.ghi.edu.

"Are there email address books for the Internet?" we are sometimes asked. In a sense, yes, there are. Just as there are search engines (see section below on "Using WWW Search Engines") on the Internet which can be used to find Web sites, so there are some search engines that search for email addresses. One such site is the "Four 11 Internet White Pages" site at:

```
http://www.four11.com/
```

At this site, you can type in a person's name and search for that person's email address. Note that this is not a complete directory of email addresses. Thus, if you're looking for a friend's email address and you don't find it here, it doesn't necessarily mean that your friend doesn't have an email address.

Another way to find your friend's email address, assuming you know the institution your friend works at, is to use an Internet phone book maintained by that institution. For instance, if your friend works at the University of Illinois, you could visit the University of Illinois's World Wide Web site at:

```
http://www.uiuc.edu/
```

From the menu on the home page, select "Phonebook-ph." Then type your friend's name in the box, click on the "Enter" button, and you will be presented with contact information, including email address, for your friend. To find an Internet phone book for an institution, it is easiest to go to a central listing of institutional phone books. Such a listing is maintained on the University of Notre Dame's Gopher. However, it may be easier to access this listing from the University of Illinois's Web interface. As before, go to the University of Illinois home page and select "Phonebook-ph," which will take you to the Phonebook Gateway for the University of Illinois at Urbana-Champaign. Since you want to check a different institution's phone book, select the menu option "Other Servers."

At this point, you can do one of two things. First, you can type (into the search box) a word from the name of the institution you're seeking. For example, if you type "berkeley" and select "Enter," you will be presented with a search interface to the University of California-Berkeley Internet phone book. Second, you can select the menu item, "all ph/qi phone book servers" (approximately 340 in summer 1998). Then, you can scroll through the list of servers (alphabetical by institution name) and select the one you want. If you select "University of California at Berkeley" you will see the same phonebook gateway mentioned above. Whether

you select the first or second of these methods, you can then type into the search box the name of your friend, select "Enter," and you will be presented with your friend's contact information. Note, however, that if your friend's institution does not maintain an Internet phone book, this method is of no use.

Dozens of mail programs exist that make it easy to use electronic mail. Pine and Elm are often available on UNIX (a kind of operating system) machines, while Eudora and NuPop are popular on PC-based systems. Each program has unique commands, screen displays, and features. Check with your local system administrator for some printed documentation of how your mail program works and keep this documentation by your computer for reference.

## Internet Mail Lists

Internet mail lists (commonly but somewhat erroneously called *listservs*, after one kind of popular mail list software [the way all tissues are called Kleenex]) build on our sense of comfort with electronic mail as a communication medium. Internet mail lists are an example of "distributed email." Whereas in typical email communication, one person sends a message to one other person, on Internet mail lists, one person sends a message to an email address at the administrative computer that operates the mail list. This computer then "distributes" the message to every person who has subscribed to the list.

This "distributing" function is performed by mail list software located on the mail list computer. "Listserv" is one popular type of such software; "Majordomo" and "Listprocessor" are two other popular types. The software usually automates subscribing and signing off from the list and may offer other features, such as "digesting" (sending you one message per day that contains all the messages posted to the mail list discussion address during one 24-hour period). Note that, when using Internet mail lists, it is important to keep in mind the distinction between the mail list's "administrative" and "discussion" addresses. When you are subscribing, unsubscribing, or requesting some other "administrative" function, send your message to the list's administrative address. When you want to communicate with the other list members, send your message to the list's discussion address.

Early childhood educators are relative newcomers to the Internet, and arguably the best evidence of our recent migration to this new medium is the rapidly growing number of electronic mail lists that address topics pertinent to the field of early childhood education. There are many thousands of mailing lists on the Internet. There are some World Wide Web sites (see section in Chapter 2, "Finding Electronic Discussion Lists," for details) on the Internet that provide lists of Internet mail lists. Some of these "lists of lists" are topical, while others strive for thoroughness. Probably none is complete or up-to-date. If you are looking for an Internet mail list on a particular topic, a good way to begin is to ask professional colleagues, either in person or by posting a question to a mail list to which you already belong. You can also find new lists by sending a command in an email message to a listserv computer or by using an Internet search engine.

Individual lists develop their own personality and conventions, and the discussion may vary on a daily basis in its quality and in its relevance to your interests. The general pattern of usage is that one person posts a message requesting information or suggesting a topic for discussion, and others who subscribe to the list respond. Mail lists do not subdivide discussions by topic, and there may be several strands of discussion taking place during the same period of time.

Note that many Internet discussion lists are archived on World Wide Web or Gopher sites. Those interested in the topic of a list are able to visit the list archive and read past messages.

Here are some guidelines for using mail lists.

- *Know the distinction between the administrative address and the discussion address.*  
The administrative address is a sort of clerical robot that responds to commands. Use the administrative address for subscribing to and signing off a list and for other administrative commands, such as "review" (a command which tells the listserv software to send you a list of all the members of the mail list) and "digest." Messages to the administrative address typically have no subject line and should not contain your signature.

Use the discussion address for communicating with other list members. Messages sent to other list members should include an appropriate subject line and your signature. *Do not* send messages to the discussion list that are meant for the administrative address. Doing so will require perhaps hundreds of list subscribers to read your administrative request.

- *Save the instructions.*

After you have sent a subscription command to the list's administrative address, you will receive a message indicating that your subscription has been accepted. You will also receive a list of instructions, including common commands to use with the mail lists. *Save these instructions* for future reference.

- *Determine whom you are responding to.*

When you read a message on the list, you will usually want to respond to the entire list. Occasionally, however, you will want to respond only to the person who posted the message. The discussion address is used *only* for messages that should go to the entire list. If you want to respond to the individual subscriber, you will need to type in that subscriber's email address in the "To:" line of the email message you are composing. It's a good idea to double-check the "To:" section of the message header before you send it. Many embarrassing episodes have resulted from inadvertently sending a message to hundreds of people that was intended for just one person!

- *Read messages before posting.*

Read messages from the list for a few days before posting your first message so that you can gauge the flavor of the conversation. After that, introduce yourself and let others know what your particular interests are.

- *Abide by the list policy on commercial postings.*

Before sending descriptions of or ordering information for commercial items to a discussion group, check with the list administrator or owner to be sure you have complied with any policies that may have been established by the list owner or by the group through earlier conversations.

- *Be considerate when disagreeing.*

When expressing an opposing point of view, do so with respect and consideration for the feelings of others. If you are angry, you might wait a day and reread a controversial

post that you've composed before you send it. Use of profanity or derogatory comments is inappropriate.

- *Use the subject line.*

Use a phrase in your subject line which concisely and accurately describes the topic of your message. This will help other list members filter out messages on topics in which they are not interested and focus on topics in which they are interested.

- *Respect copyright.*

Email messages, like letters, are copyrighted literary matter. Therefore, do not forward another person's email message to the list without that person's permission. Also, do not copy and send otherwise copyrighted material (e.g., pages from a journal article) to the list without the permission of the copyright holder.

- *Include your signature.*

It is courteous to identify yourself to other list members.

Chapter 2 of this guide profiles several Internet mail lists relevant to early childhood education. The introductory section provides a set of general instructions on using some common commands on three types of mail lists and discusses several ways of finding mail lists on particular topics. The bulk of the chapter highlights several dozen mail lists. The specific administrative and discussion address is provided for most of these mail lists.

## Newsgroups

Usenet Newsgroups are similar to listservs and other Internet mail lists and, in fact, many lists are simply redistributed on Usenet from identical Internet discussion group lists. Newsgroups are read on a "newsreader" available on many systems. Popular newsreaders include nn, rn, news, vnews, and pcnews. Most have features that allow the user to choose only those "threads" (or subjects) that the user knows in advance he or she is interested in. Newsreaders require a little practice to learn to use them properly. Their advantage over electronic mail is that, because messages are distributed from a common database, Usenet cuts down on the number of messages sent directly to your mail box.

While many people prefer Newsgroups so that their mailboxes will not be cluttered with messages, others find that they forget to check the Newsgroups they are interested in, and miss information or discussion they would have liked to know about. Messages are deleted from Usenet Newsgroups automatically on a regular schedule. Some people feel that, compared to Internet mail lists, Newsgroups tend to be more "chatty" and less scholarly or professional.

There are various categories of Newsgroups, and there are some Newsgroups that deal with educational topics. For example, "k12" Newsgroups are dedicated to various topics in which teachers and students, kindergarten through grade 12, may be interested (for example, "k12.chat.teacher," "k12.ed.music," and "k12.ed.science"). There is a group of "bit" Newsgroups that contains postings to popular BITNET Listserv mail lists (for example, "bit.listserv.edpolyan" for postings to EDPOLYAN, an educational policy analysis forum). There are other Newsgroups which may have some interest to parents and early childhood professionals, such as "rec.arts.books.childrens," a Newsgroup that discusses children's books in the "rec" (that is, recreational) Newsgroup category.

If you are unsure that Usenet Newsgroups are available to you at your site, ask your system administrator. If Newsgroups are available to you, the system administrator will provide you with information on the specific newsreader to be used.

### **Internet Etiquette (Netiquette)**

In its early days, the Internet was likened to the Wild West because it seemed to be a rapidly growing, largely undefined environment. But this situation has changed as governments, educational institutions, and corporate entities have established strong presences on the Internet, and as Internet users have become more sophisticated and more discerning in their use of Internet resources. Issues of free speech still abound on the Internet, but concerns about obscenity and copyright are growing. If you are concerned about Internet use policies and the wilder parts of this electronic frontier, there are discussions in the literature of these problems that you might find interesting (see Chapter 5).

For early childhood educators, who will not typically find themselves exposed to the wilder parts of the Internet (at least in their professional roles!), the Internet can be a very friendly place. As early childhood educators, we use information in responsible ways and will find that Internet usage is governed by the same rules that govern the rest of our behaviors. As in other parts of life, the golden rule in Internet computing manners is to treat others as you wish to be treated. For example, do not send junk, objectionable, or "flaming" electronic mail. Do not use electronic mail to advertise business services, especially on Internet mail lists. Take care not to confuse administrative and discussion addresses for Internet mail lists and learn how to use the mail list commands. If you are a college instructor who is teaching students about Internet use, do not instruct 30 students to post the same question to an Internet mail list or to send out surveys without checking with list managers first. The goal is to create a welcoming environment in which real discourse about our profession can take place.

You will find that Internet users are extremely helpful and caring when dealing with colleagues who ask for information and advice. There is a great tradition of helping each other that is apparent on Internet discussion groups. Help others if you think you can do so, but be careful not to exceed the amount of your expertise; giving incorrect or bad advice may do damage. Remember to indicate your level of knowledge if you choose to provide information or give advice. For example, in response to a curriculum question, you might say, "I've been teaching for 15 years, and my experience in this area has been ..."

### **A Note about Client-Server Software**

The next several features of the Internet that we are going to discuss (World Wide Web, FTP, TELNET, Gopher) operate using client-server software. This method of data exchange involves a *server* (i.e., a computer on which information and resources are stored) that provides (or "serves") its information and resources to a *client* (i.e., another computer that sends a request for information to the server). Both computers are connected to the Internet. The requisite software is resident on these computers. For example, suppose you are sitting in your school office and have just used your personal computer (PC) to log on to a local university computer and then you have connected to a World Wide Web site at another university. The other university's World Wide Web site is on the server; your university's computer is the client. Your PC is connected to the client.

It is not necessary to understand this in great detail. The point is that, to use the FTP, TELNET, Gopher, and WWW features described below, you do not have to acquire any software for your own PC. It is already present on the computers owned by your Internet service provider (your university or other provider). The only constraint is that, if your provider is a nonprofit institution rather than a commercial provider, you will probably also need to get a Web browser to install on your PC. The network administrator can help you with this.

At this point in previous editions of this *A to Z Guide*, we discussed File Transfer Protocol (FTP) (giving extensive examples), TELNET, and Gopher, before proceeding to the World Wide Web. However, because most early childhood professionals who are accessing the Internet do so via Web browsers; because most institutions are discontinuing the operation of Gophers in favor of World Wide Web sites; and because the use of FTP, TELNET, and Gopher is seamlessly incorporated in the function of Web browsers, in this edition of the *A to Z Guide*, we are proceeding differently. We will offer only a short discussion of the use of TELNET and then proceed straight to our discussion of the World Wide Web. Subsequently, we will briefly discuss the use of FTP and Gopher from within Web browsers.

## TELNET

TELNET, one of the earliest Internet tools, is a software program that allows you to log on to a remote computer and use its applications. We briefly mention TELNET here because some readers may use TELNET outside their Web browsers. For example, you may use TELNET to log on to a server back at your office while you're away at a conference. You might do this to check your email messages. Logging in with TELNET requires that you provide a logon name and a password accepted by the other system as you log on. Typically, you will use TELNET to log on to a computer for which you have already been given an account (from your university, for example).

However, there are cases in which you can use TELNET to log on to a computer for which you do not have an authorized account. For example, some libraries provide public TELNET access to parts of their electronic catalogs or to features for searching the ERIC database, and some Free-Nets provide public TELNET access for guests to investigate parts of their system. When you try to log on to such TELNET sites, you will be given instructions at some early point in the logon process about what logon name and password you should use.

To use TELNET, first log on to your host computer connected to the Internet. Then, if you want to connect to another computer with an Internet domain name of xxx.yyy.zzz.edu, type:

```
telnet xxx.yyy.zzz.edu
```

For example, if you're visiting a group of friends at a university, you can log on to your friends' institution's server according to their instructions. Then, at the prompt, you can TELNET to your home server to check your email.

## World Wide Web (WWW)

The World Wide Web (WWW) is based on software that adds additional capabilities for accessing information and resources on the Internet beyond the capabilities offered by earlier ways of accessing the Internet (such as Gopher). The two major differences between the WWW

and earlier methods are the availability of nontext resources and the use of hypertext links. Besides providing access to text resources, the WWW provides easy access to nontext resources, especially graphics, but also sound, film clips, software applications, and others. Through hypertext links, WWW users can move easily from document to document and site to site, rapidly gathering information and resources. Depending on which Web browser you are using, the hypertext link will be highlighted on the screen in some way (usually by a different color). The WWW also incorporates the use of other Internet tools such as FTP, TELNET, and Gopher.

To use the WWW, you need three things: access to the Web on the Internet, a Web browser (for use on your PC), and communications software (so your Web browser can connect to your service provider). The section above on "What You Need to Connect to the Internet" discussed getting access to the Internet through an account with an Internet provider. Such access will almost always include access to the Web. Check with your provider about this access.

If you have access from a commercial provider, the provider will supply you with the browser and communications software as part of the general package of software that you install. If you have an institutional provider, you will probably need to specially get the browser and communications software. The institution's computing office or network coordinator will probably have this software available, or will be able to help you acquire it. Many Web browsers are available commercially or are freely available on the Web site of the browser's developer. A brief note about Mosaic (the first Web browser that was developed at the University of Illinois) and some information about two popular Web browsers, Netscape Navigator and Microsoft Internet Explorer, are provided below. Computer and Internet magazines periodically have descriptions of and comparisons between Netscape Navigator and Microsoft Internet Explorer as well as some other browsers.

### **Mosaic**

In previous editions of the *A to Z Guide*, we discussed Mosaic, the original Web browser developed at the National Center for Supercomputing Applications (NCSA) at the University of Illinois. Now that Web browsers have become common in the marketplace, the NCSA has discontinued further development of this product. Hence, we will not include a discussion of Mosaic in this edition of the *A to Z Guide*. The final versions of Mosaic will continue to be available on NCSA's Web site. Technical support will no longer be provided. For more information, see the Software/Mosaic section of the NCSA Web site:

<http://www.ncsa.uiuc.edu/SDG/Software/Mosaic/>

### **Netscape Navigator**

One of the two most popular Web browsers is "Netscape Navigator" from the Netscape company. Netscape Navigator is available for downloading at Netscape's Web site. The URL of Netscape's home page is:

<http://home.netscape.com/>

Note that the layout of the Netscape home page and the organization of the Netscape Web site can change significantly from time to time. Therefore, it is not possible to give detailed

directions about acquiring this software. But on the Netscape home page, you should find a hyperlink called "Download" (or some related word or phrase), or you may be able to follow links to a Products page. Eventually you will find a link to download the latest version of Navigator (version 4.06 as of this writing in summer 1998) or of Communicator (a suite of products that contains Navigator) for Macintosh or Windows. Click on the link to download. The Products page should provide installation instructions.

You can also order Navigator on a CD-ROM. This product comes with additional features (such as a manual). See the Products page of the Web site. If you are unable to download Netscape Navigator from the Netscape Web site, or if you want further information, you can contact the company by phone at 415-937-3777 or by email at [info@netscape.com](mailto:info@netscape.com).

### **Microsoft Internet Explorer**

The other of the two most popular Web browsers is "Internet Explorer" from Microsoft. Internet Explorer is available for downloading at Microsoft's Web site. The URLs of the Microsoft home page and the Internet Explorer page are:

<http://microsoft.com/>  
<http://microsoft.com/ie/ie40/>

Again, as the design of this page may change from time to time, specific directions cannot be provided. However, you should find an option for something like "Products/Downloads" on the home page. Follow the links through Downloads, Web Browsers, Internet Explorer. Then choose your platform (e.g., Windows 95) and follow the download instructions. Internet Explorer can also be ordered on CD from the Microsoft Web site or by calling 800-485-2048.

### **A Note about Uniform Resource Locators (URLs) and Home Pages**

A Uniform Resource Locator (URL) (often, but erroneously, called Universal Resource Locator) is an electronic address for a site on the Internet. Using the World Wide Web (WWW), Internet sites are accessed by telling a Web browser which URL to visit, or by selecting a URL that is identified through a hypertext link. One can think of a URL as consisting of four parts:

- *the name of a transfer protocol*
- *a colon and two forward slashes ("://")*
- *the domain name of a computer*
- *a directory path and file name*

Though we haven't used the term transfer protocol yet, we have mentioned several of these in passing: FTP, TELNET, and Gopher. These protocols are simply ways files are transmitted across the Internet. The WWW has its own transfer protocol called HTTP (for "HyperText Transfer Protocol"). It is not necessary to know how these transfer protocols work, only that their names should be included in the address of a site you want to visit on the Web.

Though HTTP is the transfer protocol for Web sites, the Web is able to accommodate all the earlier types of protocols. Therefore, using the WWW, you can connect not only to Web sites,

but also to FTP, TELNET, and Gopher sites. Simply type in the URL for the site in the file location box of the Web browser. Typical URLs for each of these protocols are:

```
ftp://ftp.eff.org/  
telnet://ux1.cso.uiuc.edu/  
gopher://gopher.ed.gov/  
http://ericps.crc.uiuc.edu/n4c/n4chome.html
```

In the last example, "http" is the name of the transfer protocol, "ericps.crc.uiuc.edu" is the name of a computer, and "/n4c/n4chome.html" is a directory path and filename. This URL, by the way, is the home page for the National Coalition for Campus Children's Centers (NCCCC).

A home page is the introductory page for a Web site. It typically provides general information about the site and hypertext links to other "pages" that represent the various sections of the site. It is not necessary to "enter" a Web site at the home page (although that is convenient). If you know the URL of a particular page in the site (for example, if someone tells you or after you've visited the site a few times), you can go straight to that page. For example, if you wanted to go straight to the table of contents of the February 1998 issue of the NCCCC's newsletter, *Campus Child Care News*, you could type in the URL:

```
http://ericps.crc.uiuc.edu/n4c/newsltr/nlfeb98.html
```

Note that some URLs do not have a directory path and filename (the fourth part of a URL as listed above), but only a computer address. In such cases, the computer address is typically followed by a forward slash ("/"). Note further that all these "slashes" in URLs are forward slashes ("/") rather than back slashes ("\"). So, an example of such a URL with no directory path or filename is the home page of the National Parent Information Network (NPIN):

```
http://npin.org/
```

Note that Web browsers typically do not require you to type in the first two parts of the URL (they assume "http://") in the location box unless the protocol is other than HTTP.

## Using Web Browsers

Use of Web browsers is generally simple and straightforward. Here we will highlight a few of the features of Web browsers to get you started. We are using Netscape Navigator 4.0 and Microsoft Internet Explorer 4.0 as the Web browsers upon which we base these instructions, but other Web browsers have similar or almost identical functions or feature names.

- *Connecting to a URL.* In Netscape Navigator, choose "File | Open Page" from the option bar. A file location box will appear; type in the URL you want to visit and click on the "Open" button. Or you can simply type the URL in the location box in the Location Toolbar near the top of the screen. In Microsoft Internet Explorer, choose "File | Open" and type in the box the URL you want to visit, or simply type the URL in the address box across the top of the screen. For example if you want to visit the home page of the National Child Care Information Center (the URL for which you've obtained from this Guide), you would type into the file location box or address box the URL:

<http://nccic.org/>

- *Using hypertext links.* Text that is highlighted in a different color (the default is usually blue, but this can be changed) from other text is a hypertext link to another document, either on the same or a different Web site. Graphics can also serve as hypertext links. To access such links, simply move the cursor over the text (or graphic image) and click with the left mouse button. Another sign that text (or graphics) is a link is that the cursor will change to a different icon when it passes over a link (in Navigator and Explorer, from an arrow to a pointing hand).
- *Moving backwards.* There are several ways to move backwards through hypertext links. One way is to move the cursor to the "Back" button in the Navigation Toolbar at the top of the screen and click (with the left mouse button) to go back to the previous document. When you are viewing a page, there will often be (depending on the design of the page) a series of hypertext options taking you backward (and forward, too) to other documents. Therefore, a second way is to point and click on the "backward" links as with other hypertext links. Additionally, in Navigator, you can select "Go" from the option bar at the top of the screen. A list of the documents you have recently visited will appear; scroll to the one you want to revisit and click. If you select "Window | History" from the option bar, you will also see a list of links that you've recently visited; again, scroll to the one you want to revisit and click. In Explorer, you can choose the History icon at the top of the screen; choose the site you want revisit and click.
- *Viewing a document source.* With a document on screen, choose "View | Page Source" from the option bar at the top of the Navigator screen. The source document, upon which the Web page is based, will then appear. In Explorer, choose "View | Source" for the same result. The source page that you will see has various HTML tags embedded in it. This function (of viewing a document source) is useful if you want to learn something about using HTML. (More information about HTML, or "hypertext markup language" is provided in the section on "Creating a WWW Page" below). This function is included here to help clarify the next instruction.
- *Saving a document.* If you are viewing a document that you want to save, choose "File | Save As" from the option bar across the top of the Navigator screen. Several boxes will appear. In one box, you choose the format in which you want the file to be saved. This will be either text (.TXT) or HTML (.HTML). If the reason you are saving the page is to read the straight text in a word processor (in which case you don't want the unnecessary HTML tags), choose .TXT. If the reason you are saving the page is to subsequently load the page as a local file into your Web browser without having to go out on the Internet, (for example, if you are learning HTML or are saving the file to use in an online demonstration), choose .HTML. You are also prompted to choose a file name and a location (i.e., directory or folder) on your PC in which to save the file.

In Explorer, the function is similar. Choose "File | Save As" and then provide the relevant information for "save as type" and "file name," as with Navigator, and choose the directory or folder you want to save the file in by scrolling through the directories or folders in the "Save in" box.

NOTE: Though many (probably most) files on the WWW are freely downloadable, pay attention to any copyright notices displayed on the page. Also, be aware that future copyright legislation may impact the legality of downloading files from Web sites.

- *Finding words or phrases in a document.* Once a document is viewed on screen, you can look for words in the text of that document. In Navigator, select "Edit | Find in Page" from the option bar at the top of the screen. A box appears in which you type the word you want to find. When you select ENTER, the text will jump to the next instance of the chosen word. Similarly, with Explorer, select "Edit | Find (on this page)" and type in the desired word.

- *Using bookmarks.* If you find a very useful site that you want to visit regularly, you don't need to type in the URL every time. Simply access the document once. Then, using Netscape Navigator, with the document viewed on screen, choose "Bookmarks | Add Bookmark" from the Location Toolbar. The URL will be automatically saved in a bookmark file. The next time you want to visit that site or document, choose "Bookmark" again, then select the name of the site you want to visit from the bookmark list. Microsoft Explorer functions similarly; simply choose "Favorites | Add to Favorites" to add a site to your list.

### Using FTP in Web Browsers

An easy way to understand FTP is to think of it as a way of copying files. File transfer protocol used to be the primary method of copying files stored on one computer on the Internet to another computer on the Internet. It is still very useful, but other software, such as the World Wide Web, is now more commonly used to retrieve files. To use FTP, you will need three pieces of information: (1) the address of the FTP site; (2) the directory in which the file is stored; and (3) the exact name of the file.

Many FTP servers offer anonymous FTP. This means that any users are allowed to access selected files on that server. If an FTP server is not an anonymous FTP server, you will need a logon and password to access files on that server. Typically, anonymous FTP servers require you to use the logon name "anonymous" and your email address as a password. However, when accessing an FTP site through the WWW, the logon and password step is typically bypassed.

The protocol for accessing FTP sites is incorporated into the World Wide Web. When you want to access a Web page from a Web browser, you simply type the URL of that page into the File Location box or Address box of your Web browser. For example, to visit the ERIC/EECE home page, you would type:

<http://ericeece.org/>

Just so, to visit an FTP site from a Web browser, you would simply type in the URL of the FTP site. The difference is that the protocol indicated in the URL is not "http" but "ftp." For example, suppose a friend has suggested you read the *Guide to the Internet* of the Electronic Frontier Foundation (EFF). You simply type the URL for the EFF's FTP site (which your friend has given you) in the File Location box of your Web browser:

<ftp://ftp.eff.org>

Your friend has told you the directory path to and the filename of the guide (/pub/Net\_info/EFF\_Net\_Guide/netguide.eff). So you successively select the directories "pub," "Net\_info," and "EFF\_Net\_Guide." Then you select the file "netguide.eff." Because this file is a text file, it will display on your screen. You can save this file using the File-Save feature of your Web browser. If you were to select an executable file (that is, a program) for downloading by FTP, a pop-up box would appear in which you would select where you want to place the software on your computer.

### **Using Gopher in Web Browsers**

Gopher is software used by Internet sites to organize their electronic resources. Gopher, which is text only, has been superseded by the World Wide Web. Many organizations have discontinued their Gophers. Organizations that are now coming online are typically doing so on the WWW only, bypassing the use of Gopher. However, it is still possible to access Gophers using Web browsers. Simply type the URL of the Gopher into the File Location box of the Web browser. Again, the URL format is the same except that instead of the Web protocol "http," the URL contains a Gopher protocol. For example, to connect to the Gopher of the U.S. Department of Education, type:

`gopher://gopher.ed.gov/`

After you've connected to the gopher, scroll through the directories.

### **Using WWW Search Engines**

There are several sites on the Web that provide search engines, by means of which Web users can search for information on the Web. These sites have many common features and some idiosyncrasies. Generally, after you access such a site, you will see a box in which you type a keyword or keywords relevant to the topic you are searching. Then you click on a "submit search" (or similarly named) button and the search is executed. When it is finished, usually in a few seconds, you will be presented with an explanation of what the search found (e.g., "Found 175 documents with keywords...") and a list of documents on the Web that fit the criteria of your keywords. The documents are usually listed in order of relevance, that is, the search engine lists first that document which it thinks is most relevant to your search. In this list, the name of the document or its URL is usually a hypertext link; that is, you can click on the name or URL and go directly to the document.

Many World Wide Web search engines offer more than just Web searching. Many also have directories of sites by topic. Search engines also offer various services such as guides, site rating, sports information, stock information, product sales, etc.

Search engines vary in how many documents they display, how they interpret keywords, how they use Boolean searching (that is, AND, OR, and NOT search operators), whether they search for phrases as well as words, how many documents on the Web they search, how often they are updated, whether they allow searching in topical categories, and many other features. A detailed examination of these features across multiple search engines is beyond the scope of this guide. You will simply need to try various search engines. After doing so, you will probably develop a few favorites. Note that many people use Web search engines. As a result,

these sites are often very busy and may be difficult to contact. Here is a list of URLs for some popular search engines.

Alta Vista	<a href="http://www.altavista.digital.com/">http://www.altavista.digital.com/</a>
Excite	<a href="http://www.excite.com/">http://www.excite.com/</a>
InfoSeek	<a href="http://www.infoseek.com/">http://www.infoseek.com/</a>
Lycos	<a href="http://www.lycos.com/">http://www.lycos.com/</a>
800Go	<a href="http://www.800go.com/800go.html">http://www.800go.com/800go.html</a>
Suite 101	<a href="http://www.suite101.com/">http://www.suite101.com/</a>
WebCrawler	<a href="http://webcrawler.com/">http://webcrawler.com/</a>
Yahoo	<a href="http://www.yahoo.com/">http://www.yahoo.com/</a>

There also exist several meta-search engines. When you search using one of these sites, your search terms are submitted to several other search engines and then search results are combined into one list. Three such meta-search engines are:

Cyber 411	<a href="http://www.cyber411.com/">http://www.cyber411.com/</a>
Inference Find	<a href="http://www.infind.com/">http://www.infind.com/</a>
MetaCrawler	<a href="http://www.metacrawler.com/">http://www.metacrawler.com/</a>

### Creating a WWW Page

The various hypertext links in home pages and other pages on Web sites are created using hypertext markup language (HTML). Just as "codes" in word processing programs tell those programs how to display and print documents, so do "tags" in HTML tell Web browsers how to display documents. These tags not only provide instructions about hypertext links, but also about display features such as boldface, italics, headings, line breaks, insertion of graphics, etc.

To create a home page (or other pages) on the WWW, you need first of all to have a Web server on which to put your page once it is created. Your Internet provider may be able to provide you with space on a server. After finding server space, you need to create your page. Web pages are created using HTML. The tags that comprise HTML can be typed in manually using a text editor or word processor, or they can be inserted using an HTML editor. In either case, it helps to have some knowledge of HTML. There are several ways to learn about HTML.

- *Workshops.* Often universities, colleges, or community colleges will provide workshops in the use of HTML to staff, faculty, students, or community members.
- *Viewing web documents.* By using the "View | Page Source" feature (in Netscape Navigator) or "View | Source" feature (in Microsoft Explorer) of a Web browser (as explained above in the section on "Using Web Browsers"), it is possible to learn about HTML from the way other creators of Web pages have used HTML.
- *Print manuals.* There are many books that describe the use of HTML. Any bookstore with a computer section will have a selection of these manuals. Some popular HTML books are *HTML 3: Electronic Publishing on the World Wide Web* (Raggett, 1996), *The HTML Sourcebook* (Graham, 1997), and *HTML Publishing on the Internet* (Heslop, 1998). See the section "For More Information" at the end of this chapter for other books on HTML.

- *Online manuals.* There are a number of manuals on the Internet itself that explain the use of HTML and the creation of Web pages. Some good introductory manuals are available from the National Center for Supercomputing Applications (NCSA) at the University of Illinois. The URLs for two online manuals are:

A Beginner's Guide to HTML (from NCSA)  
<http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html>

The Bare Bones Guide to HTML by Kevin Werbach  
<http://werbach.com/barebones/>

Having learned about HTML, you can create HTML pages either by typing HTML tags into a document by hand, or by using an HTML editor. There are many HTML editors on the market. These editors are periodically reviewed in computer and Internet magazines, some of which are available as online reviews. For example, on the ZDNet Web site, you can find a *PC Magazine* review of 16 Web authoring tools, including HTML editors and related products:

<http://www.zdnet.com/products/content/pcmag/1702/262056.html>

(Note that this URL might change. If so, go to the ZDNet main site [[www.zdnet.com](http://www.zdnet.com)] or the *PC Magazine* home page [[www.zdnet.com/pcmag](http://www.zdnet.com/pcmag)] and follow the appropriate links through reviews or products.)

Some popular HTML editors are:

- *Dreamweaver* by Macromedia.  
800-945-9085; <http://www.macromedia.com/>
- *FrontPage* by Microsoft Corp.  
425-882-8080; <http://www.microsoft.com/>
- *Home Page* by FileMaker, Inc. (formerly Claris Corp.)  
800-986-2249; <http://www.filemaker.com/>
- *HotDog Pro* by Sausage Software  
<http://www.sausage.com/>
- *HotMetal Pro* by SoftQuad, Inc.  
416-239-4801; <http://www.sq.com/>
- *NetObjects Fusion* by NetObjects, Inc.  
650-482-3200; <http://www.netobjects.com/>
- *PageMill* by Adobe Systems, Inc.  
408-536-6000; <http://www.adobe.com/>
- *Web Designer* by Corel Corp.  
613-728-6625; <http://www.corel.com/>

Besides programs specifically designed to prepare HTML pages for the Web, many Web browsers and word processors now include an HTML editor as a feature.

## Finding What You Want on the Internet

Many new Internet users think that finding what you want on the Internet is the most difficult and frustrating part of Internet use. As more and more organizations and individuals have

developed a presence on the Internet, that task has become an increasingly challenging one. Various finding tools for the Internet make the task much easier, but the best way to get started is to ask a friend or colleague what sites are most useful.

Here are several strategies for finding what you want on the Internet.

- *Ask discussion group participants.* Customized help in finding resources on particular topics can be obtained by participating in discussion groups or listservs. For example, if you are a member of the ECENET-L electronic discussion list and you are looking for texts on the Internet that discuss developmentally appropriate practices, you might pose a question to that effect to the list.
- *Use Internet finding tools.* Many search engines are available for finding information on the World Wide Web. These search engines are discussed above in the section on "Using WWW Search Engines." Many education sites offer extensive listings of Internet resources on topics of interest to educators, such as Stanford University's the Illinois Learning MOSAIC.
- *Use Internet finding tools to find Listserv discussion lists.* Just as there are Web sites that provide search engines for searching the Web, so there are Web sites that search for electronic discussion lists. These are described in Chapter 2 of this Guide, "Electronic Discussion Lists for Early Childhood Educators."
- *Send an email message to AskERIC.* The ERIC Internet question-answering service called AskERIC can provide pointers to specific resources, such as penpal programs for children. Requests for information should be mailed to [askeric@askeric.org](mailto:askeric@askeric.org). AskERIC (and its parent-related component, PARENTS AskERIC) is a good source for information on all topics related to education and can be used by parents, educators, or anyone else interested in education. "InfoGuides" housed at the AskERIC Virtual Library offer pointers to Internet (and print) resources on such topics as children's literature, child abuse, home schooling, and the media and children. The URL of the InfoGuide section of the AskERIC Web site is:

<http://ericir.syr.edu/Virtual/InfoGuides/>

Or, obviously,

*Use this book to get started!*

## For More Information

The following books relate to various topics discussed in this chapter. Some were cited in the chapter. We have provided a sampling of books on certain Web-related topics, such as Internet directories and HTML guides. This sampling should not be interpreted as a recommendation of these books by ERIC/EECE over others. In the computer or Internet section of many book stores, you will find many other worthwhile texts on these topics. We have not included books on particular software, such as Netscape Navigator, Microsoft Internet Explorer, or Microsoft FrontPage.

For additional titles related to early childhood and the Internet, see the ERIC bibliography in Chapter 5.

Barron, Ann E., & Ivers, Karen S. (1996). *The Internet and instruction: Activities and ideas*. Englewood Cliffs, CO: Libraries Unlimited.

Benson, Allen C., & Fodemski, Linda M. (1996). *Connecting kids and the Internet: A handbook for librarians, teachers and parents*. New York: Neal-Schuman.

Braun, Eric. (1996). *The Internet directory. Version 2.0*. New York: Ballantine Books.

Cearley, Kent. (1997). *HTML 4 interactive course*. Corte Madera, CA: Waite Group, Inc.

Conner, Kiersten, & Krol, Ed. (1998). *Whole Internet: The next generation*. Sebastapol, CA: O'Reilly & Associates.

Frazier, Daneen, Kurshan, Barbara, & Armstrong, Sara. (1998). *The Internet for your kids*. (3rd Ed.). San Francisco: Sybex.

Gentry, Loma, & Bibler, Mark. (1998). *Internet yellow pages*. (7th Ed.). Indianapolis, IN: New Riders.

Giagnocavo, Gregory, & McClain, Tim. (1996). *Educator's Internet companion: Classroom Connect's complete guide to educational resources on the Internet*. Old Tappan, NJ: Prentice Hall.

Graham, Ian S. (1997). *The HTML sourcebook: A complete guide to HTML 3.2 and HTML Extensions*. Somerset, NJ: John Wiley and Sons.

Heslop, Brent D. (1998). *HTML publishing on the Internet*. (2nd Ed.). Durham, NC: Ventana Communications Group.

Honeycutt, Jerry, & Brown, Mark R. (1997). *HTML 3.2 starter kit*. Indianapolis, IN: Que Corporation.

Kehoe, Brendan P., & Mixon, Victoria. (1997). *Children and the Internet: A Zen guide for parents and educators*. Old Tappan, NJ: Prentice Hall.

Kerven, David, Foust, Jeff, & Zakour, John. (1997). *HTML 3.2 plus how-to*. Corte Madera, CA: Waite Group, Inc.

Krol, Ed, & Klopfenstein, Bruce C. (1996). *The whole Internet user's guide & catalog*. Belmont, CA: Wadsworth Publishing Co.

Lankes, Dave. (1996). *The bread and butter of the Internet: A primer and presentation packet for educators*. Syracuse, NY: ERIC Clearinghouse on Information and Technology.

Li, Xia, & Crane, Nancy B. (1996). *Electronic styles: A handbook for citing electronic information*. (2nd Ed.). Medford, NJ: Information Today, Inc.

Miller, Elizabeth B. (1997). *Internet resource directory for K-12 teachers and librarians*. Englewood Cliffs, CO: Libraries Unlimited.

Musciano, Chuck, Kennedy, Bill, & Loukides, Mike. (1998). *HTML: The definitive guide*. Sebastapol, CA: O'Reilly & Associates.

Place, Ron, Dimmler, Klaus, Powell, Thomas, & Chapman, Ron. (1996). *Educator's Internet yellow pages*. Old Tappan, NJ: Prentice Hall.

Raggett, Dave, Lam, Jenny, & Alexander, Ian. (1996). *HTML 3: Electronic publishing on the World Wide Web*. Harlow, England: Addison Wesley.

Roerden, Laura Parker. (1997). *Net lessons: Web-based projects for your classroom*. Sebastapol, CA: O'Reilly & Associates.

Ryder, Randall James, & Hughes, Tom. (1997). *Internet for educators*. (2nd Ed.). Old Tappan, NJ: Prentice Hall.

Stuber, Robert, & Bradley, Jeff. (1997). *Smart parents, safe kids: Everything you need to protect your family in the modern world*. New York: Andrews McMeel.

Williams, Bard. (1996). *The Internet for teachers*. Foster City, CA: IDG Books Worldwide.

Wolgernuth, Amy. (1996). *Learning online: An educator's easy guide to the Internet*. Palatine, IL: IRI/Skylight.

## **Chapter 2**

### **Electronic Discussion Lists for Early Childhood Educators**

Electronic discussion lists are commonly called "Listservs," after one of the popular types of software used to run such lists. Other lists use "Majordomo" or "Listprocessor" (Listproc) software. List members do not need to attend to the details of these different types of software, except that there are a few differences among these software types in typical administrative commands used with the list. Information on the use of electronic discussion lists was provided in Chapter 1 of this guide, in the section on "Internet Mail Lists."

This chapter explains some of the administrative commands that are commonly used on electronic discussion lists, noting differences among the three main types of list software. The chapter then continues with some suggestions for finding electronic discussion lists on the Internet. The bulk of the chapter consists of a series of pages that describe electronic discussion lists on various topics related to early childhood education.

## Some Common Email Discussion List Commands

Each electronic mail discussion list has two electronic addresses associated with it: (1) a "list address," which is the address to use when you want to send a message to be read by all the list subscribers; and (2) an "administrative address," which is the address to use when you want to send commands or requests concerning your list subscription.

There are several types of email discussion lists, depending on the type of software on which the list is based. These instructions present some common commands for three types of lists: (1) LISTSERV; (2) MAJORDOMO; and (3) LISTPROC. Note that not all commands are available on all types of lists.

After you have subscribed to a mail list, you will get an email message back from the computer that operates the list. This message will notify you of your subscription, provide some information about the list to which you have subscribed, and describe some common commands to use on the list. *Save this message for future reference.*

For each of the commands listed below, send the command in an email message to the administrative address of the list. Leave the subject line of the message blank. In the body of the message, type the information as indicated. Do not include a signature with your email message.

### 1. Subscribing to a list

#### LISTSERV

subscribe LISTNAME YourFirstName YourLastName

#### MAJORDOMO

subscribe LISTNAME YourEmailAddress

#### LISTPROC

subscribe LISTNAME YourFirstName YourLastName

## 2. Leaving a list

LISTSERV  
signoff LISTNAME

MAJORDOMO  
unsubscribe LISTNAME YourEmailAddress

LISTPROC  
unsubscribe LISTNAME

## 3. Setting mail options for digest format (that is, all the day's messages compiled into a single message)

LISTSERV  
Set LISTNAME digest

LISTPROC  
set LISTNAME mail digest

## 4. Setting mail options for individual messages (this is the default setting when you subscribe; you might use this command if you've set your option to digests and you decide you want individual messages instead)

LISTSERV  
Set LISTNAME mail

LISTPROC  
Set LISTNAME mail ack

## 5. Temporarily suspending mail from a list (e.g., when you go on vacation)

LISTSERV  
Set LISTNAME nomail

LISTPROC  
Set LISTNAME mail postpone

## 6. Resuming mail from a suspended list

Send the commands for individual messages or for digest messages that are explained above.

## 7. Obtaining a list of commands

LISTSERV  
help  
OR  
info refcard

MAJORDOMO  
help

## Finding Electronic Discussion Lists

Given the fact that participating in a list may be useful for an education professional, the question arises, "How do I find out about a list on a topic I'm interested in?" Luckily, there are several ways to find electronic discussion lists on the Internet. These ways are described in this section.

### 1. Send a command to a Listserv computer

One way to find out about education-related Listserv lists is to send a command to any Listserv computer requesting a global list of all Listserv lists. Actually, this method *used* to be effective when the number of Listserv lists was small. Now (November 1998) the number is so great that the size of the file containing the list is unmanageably large. However, it is still possible to send a command to get a list of Listserv lists with a keyword in the list name or list description. (Note that this technique will not provide any information on lists that use Majordomo or Listprocessor software.) Send a message to any Listserv computer in the format:

lists global /keyword

Note that you should not include a subject line or a signature with an administrative message to a Listserv computer. Note also that some Listserv computers do not keep global lists of Listserv lists. If you send this message to such a computer, it will send you back a message suggesting the address of another computer. For example, to get a list of all Listserv lists with "preschool" in their name or description, you could send an email message to the Listserv computer at the University of Kentucky:

listserv@lsv.uky.ed

In the body of the message, type the command:

lists global /preschool

As with other administrative requests to a Listserv computer, do not include a subject or a signature. You will receive a response identifying relevant Listserv lists (in September 1998, two lists):

Network-wide ID	Full address and list description
KIDS-PRESCHOOL	KIDS-PR@VM3090.EGE.EDU.TR Kids - PreSchool discussion list
REGGIO-L	REGGIO-L@POSTOFFICE.CSO.UIUC.EDU Reggio Emilia Preschool Discussion Group

Note that there are more lists than these two that have relevance for preschool education. These are just those lists that use the word "preschool" somewhere in their description.

## 2. Use a World Wide Web search engine

A better way to find a topical electronic discussion list is to use an Internet search engine, as described in the section in Chapter 1 on "Using WWW Search Engines." In this case, you might use "listserv" (or "majordomo") as one keyword, and your desired topic (perhaps "early childhood" or "reggio emilia") as another. Note that, as a result of such a search, you will get back a list of Web pages on which your search terms are used. You will not necessarily get immediately to a description of the desired list.

## 3. Use a search engine that searches lists

Perhaps the best way to find a topical electronic discussion list is to use a "list of lists" on the WWW. These Web sites have already compiled lists of lists, sometimes organized into categories (such as "education"), that you can browse or search. Examples of such Web sites are:

Liszt: The Mailing List Directory  
<http://www.liszt.com/>

Note that, in the title of this site, "mailing list" means "electronic discussion list" such as a Listserv list. On this Web site, you can search through Liszt's main directory of mailing lists. As of this writing (September 1998) there are more than 90,000 entries in this directory. Entries include Listserv, Majordomo, and Listproc lists. To search for a list on a certain topic, simply type in appropriate search terms (e.g., "early childhood") in the search box and select the "go" (i.e., the search) button. You will then be presented with a list of those discussion lists that have those words in their description. You can then click on the name of a list to read more information about that list. The amount of information (e.g., list address, description) differs from list to list. Often, suggestions are made for getting more information. It is also possible to search for information on a list whose name you already know by typing that name (e.g., "ECENET-L") into the search box. A "help" feature is provided to assist users in constructing searches.

A second feature of the Liszt site is a browsable topical list of lists, divided into several categories, such as Culture, Education, and Health. Click on the category name to see a list of subcategories (e.g., under Education you will find subcategories of "Early Childhood," "Elementary," "K-12," "Technology," etc.). Click on the subcategory name to see a list of lists, with brief descriptions, in that subcategory. Note that this browsable list of lists is not nearly as large as the full searchable directory. The browsable list contains a certain number of "select" lists chosen by the Liszt site managers.

Tile.Net/Lists  
<http://tile.net/lists/>

This Web site also allows users to search for lists by name or keyword. There are also browsable alphabetical lists of lists by name, subject (e.g., "Education"), description, host country, and sponsoring organization. The first three of these listings are similar to those on Liszt. With the last two types of listing, if you happen to know there's a list you want in France or at the University of Illinois at Urbana-Champaign, for example, you can focus your search more quickly.

Tile.Net contains only Listserv discussion lists (unlike Liszt). The information provided for each list is in an easy-to-read tabular format. Less information is provided on Tile.Net than on Liszt.

CataList, The Official Catalog of Listserv Lists  
<http://www.lsoft.com/lists/listref.html>

This Web site allows users to search for public Listserv lists. The directory is based on the official global list of Listserv lists. As of September 1998, the site searches more than 20,000 public Listserv lists, out of a total of more than 120,000 Listserv lists. Users can search for a Listserv list by list name, list host name, or keywords in the list title or description, and they can limit their searches to those lists that have a Web archive available. Users can also browse through a list of Listserv lists by host site or host country, or they can browse through a list of lists that have more than 1,000 or more than 10,000 subscribers.

As a result of a search on CataList, users are typically given the list name, host name, number of subscribers, special features, and subscription instructions.

#### **4. Post a message to a list**

Another good way to find out about electronic discussion lists is to post a question to a list of which you are already a member. If you are a member of ECENET-L, for example, and you've gotten excited about the Reggio Emilia approach to preschool education, having just read the *Hundred Languages of Children*, you might post a question to the ECENET-L list asking if anyone knows of an electronic discussion list that deals with the Reggio Emilia approach. Undoubtedly, several other list members will respond to this question, suggesting that you join the REGGIO-L discussion list.

#### **5. Use print resources and authoritative or professional sources**

Suggestions on education-related lists can be found in many print publications that provide information about Internet resources and are offered by organizations that have some authority or expertise in the early childhood profession.

A publication by the Association of Research Libraries contains two substantial directories. The first is a directory of electronic journals and newsletters; the second is a directory of "scholarly and professional e-conferences," which includes electronic discussion lists in several categories, such as "Education and Library and Information Science." This is a very large reference work (well over 1,000 pages) which may not be suitable for personal purchase. However, many libraries have this work in their reference collection.

There is a Web version of the *Directory of Scholarly and Professional E-Conferences*, however, so that one need not rely on acquiring or finding the print publication. This Directory is compiled by Diane Kovacs. The URL for this directory is:

<http://www.n2h2.com/KOVACS/>

Users of this electronic directory can search for lists globally, by list name, or by keyword in list name or description. As a result of a search, users are provided with general information

about lists that match their search terms.

One can also find information on electronic discussion lists related to various topics from authoritative sources, that is, organizations whose work deals with those topics. For example, ERIC/EECE gathers and disseminates information on early childhood education. The ERIC/EECE Web site contains a list of Listserv lists related to early childhood education that the clearinghouse sponsors. You can find this list in the "Listserv" or "Electronic Discussion Group" section of the ERIC/EECE Web site:

<http://ericeece.org/>

ERIC/EECE also publishes this *A to Z Guide*. The current chapter is dedicated to providing early childhood education professionals with a list of electronic discussion lists on topics of possible interest.

Another example of a list maintained by a source within the education profession is the "Educational Mailing Lists for Teachers" maintained by the San Francisco Unified School District on its Web site:

<http://www.sfusd.k12.ca.us/index.html>  
<http://www.sfusd.k12.ca.us/resources/listserv.html>

As you can see, these specially compiled resources from authoritative or professional sources may be available in print or on the Internet. However, these days, one is most likely to find these lists on Web sites, where they are much easier to update than in print.

## **Description of Electronic Discussion Lists**

The rest of this chapter consists of pages that provide information about individual electronic discussion lists related to early childhood education. The information typically includes: (1) the name of the list; (2) the list sponsor; (3) a description of the topic or purpose of the list; (4) the URL of any related Web site; (5) the type of software (e.g., Listserv) on which the list is based; (6) the location of a list archive; (7) email addresses for the list; (8) contact persons for the list; and (9) subscription instructions.

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## CAMPUSCARE-L

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- Name:** CAMPUSCARE-L@postoffice.cso.uiuc.edu
- Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education and  
National Coalition of Campus Children's Centers
- Description:** CAMPUSCARE-L is an unmoderated electronic discussion list devoted to  
topics related to the concerns of staff, faculty, and administrators in laboratory  
schools or children's centers on university or college campuses, in early  
childhood education departments, and in family-work programs; and of others  
interested in campus environments for children.
- Related  
Web site:** National Coalition for Campus Children's Centers  
<http://ericps.crc.uiuc.edu/n4c/n4chome.html>
- Type of  
Resource:** Listserv mail list
- Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/campuscare-l.html](http://ericir.syr.edu/Virtual/Listserv_Archives/campuscare-l.html)
- Address:** Administrative Address: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
Discussion Address: CAMPUSCARE-L@postoffice.cso.uiuc.edu
- Contact:** Dianne Rothenberg                      Jill Uhlenberg  
Associate Director, ERIC/EECE              Director, Child Development Center  
University of Illinois                      University of Northern Iowa  
Children's Research Center              19th and Campus Streets  
51 Gerty Drive                              Cedar Falls, IA 50613  
Champaign, IL 61820                      319-273-6457  
800-583-4135; 217-333-1386              319-273-6457 (Fax)  
217-333-3767 (Fax)                      uhlenberg@uni.edu  
[listadmn@ericps.crc.uiuc.edu](mailto:listadmn@ericps.crc.uiuc.edu)
- Subscription  
Directions:** --To subscribe, send an e-mail message to:  
                  [listserv@postoffice.cso.edu](mailto:listserv@postoffice.cso.edu)  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
                  subscribe CAMPUSCARE-L {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

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## CHILD WELFARE

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**Name:** CHILDWELFARE@listserv.net

**Sponsor:** Child Welfare Resource Center

**Description:** CHILDWELFARE is a broadly focused list for people who are in any way involved in the child welfare community to gather and discuss any topic that interests them.

**Related Web site:** Child Welfare Resource Center  
<http://www.childwelfare.ca/>

**Type of Resource:** Majordomo mail list

**Address:** Administrative Address: majordomo@listserv.net  
Discussion Address: CHILDWELFARE@listserv.net

**Contact:** Rory Gleeson  
[rory@interlog.com](mailto:rory@interlog.com)

**Subscription**

**Directions:** To subscribe:  
1) send an e-mail message to:  
    majordomo@listserv.net  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area, type:  
    subscribe childwelfare  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

2) or go to the page on the Child Welfare Resource Center Web site:  
    <http://www.interlog.com/~rory/#mailing/>  
and fill in your e-mail address in the online form.

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**Notes:**

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## CREATIVE CURRICULUM

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**Name:** CREATIVECURRICULUM@bookzone.com

**Sponsor:** Teaching Strategies, Inc.

**Description:** This list provides a forum for teachers, family child care providers, administrators, university professors, and others to discuss issues about planning and implementing programs using The Creative Curriculum for Early Childhood, The Creative Curriculum for Family Child Care, The Creative Curriculum for Infants & Toddlers, and other related Teaching Strategies resources. Teaching Strategies staff, authors, and trainers will participate in the list.

**Type of Resource:** Majordomo mail list

**Address:** Administrative Address: majordomo@bookzone.com  
Discussion Address: CREATIVECURRICULUM@bookzone.com

**Contact:** Larry Bram  
Teaching Strategies, Inc.  
P.O. Box 42243  
Washington, DC 20015  
202-362-7543  
larrytsi@aol.com

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
majordomo@bookzone.com  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area, type:  
subscribe CreativeCurriculum  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## CSHCN-L (Children with Special Health Care Needs)

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**Name:** CSHCN-L@lists.ufl.edu

**Sponsor:** Institute for Child Health Policy (University of Florida, Gainesville)

**Description:** The purpose of CSHCN-L is to establish an electronic network of individuals with shared interests, both professional and personal, in children with special health care needs. The CSHCN-L list provides the opportunity to exchange ideas, identify exemplary programs addressing the needs of the population of children with special health care needs and their families, and initiate a dialogue on the critical issues which need to be identified and articulated to inform debate.

**Related**

**Web site:** Institute for Child Health Policy  
<http://www.ichp.ufl.edu/>

**Type of Resource:** Listserv mail list

**Address:** Administrative Address: listserv@lists.ufl.edu  
Discussion Address: CSHCN-L@lists.ufl.edu

<b>Contact:</b>	Deanna Dearholt	Allison Rannie
	MCH-NetLink Project	Graduate Assistant
	5700 SW 34th Street, Suite 323	5700 SW 34th Street, Suite 323
	Gainesville, FL 32607-5367	Gainesville, FL 32607-5367
	352-392-5904	352-392-5904
	352-392-8822 (Fax)	352-392-8822 (Fax)
	drd@ichp.edu	alr@ichp.edu

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
listserv@lists.ufl.edu  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe CSHCN-L {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## CYE-L (Children, Youth and Environments List)

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**Name:** CYE-L@cunyvms1.gc.cuny.edu

**Sponsor:** Graduate Center of the City University of New York

**Description:** This is a multidisciplinary list open to professionals in the social sciences, environmental and design disciplines, early childhood education, child psychology and child development, and other related fields. We also welcome children and youth interested in the same issues. The goal of the list is to establish and increase communication among individuals who work with children and youth and the physical (designed and natural) environment. CYE-L was born as a result of discussions that took place at the 26th annual meeting of the Environmental Design Research Association (EDRA) in Boston, March 1994. It will operate as a part of the EDRA Children, Youth, and Environments Network, though other non-EDRA members are cordially welcome to join the list (and, if you later wish, to join the CYE Network and EDRA).

**Related  
Web site:**

Environmental Design Research Association  
<http://www.telepath.com/edra/home.html>

**Type of  
Resource:**

Listserv mail list

**Address:**

Administrative Address: [LISTSERV@cunyvms1.gc.cuny.edu](mailto:LISTSERV@cunyvms1.gc.cuny.edu)  
Discussion Address: [CYE-L@cunyvms1.gc.cuny.edu](mailto:CYE-L@cunyvms1.gc.cuny.edu)

**Contact:**

Gary Moore  
Children's Environments Research and Design Group  
Center for Architecture and Urban Planning Research  
University of Wisconsin-Milwaukee  
Milwaukee, WI 53201-0413  
414-229-5940  
414-229-6976 (Fax)  
[gtmoore@csd.uwm.edu](mailto:gtmoore@csd.uwm.edu)

Sheridan Bartlett  
University of Massachusetts, Amherst  
[sbartlett@educ.umass.edu](mailto:sbartlett@educ.umass.edu)

Selim Iltus  
City University of New York  
[siltus@e-mail.gc.cuny.edu](mailto:siltus@e-mail.gc.cuny.edu)

## Subscription

**Directions:** To indicate your wish to subscribe to this list, please do either of the following:

1) If using a "Request" interface, send a message to:

CYE-L-REQUEST@cunyvms1.gc.cuny.edu

--Leave the subject line blank.

--In the first line of the body of the message, type:

SUBSCRIBE {your first name} {your last name}

2) If using a "Listserv" interface, send a message to:

LISTSERV@cunyvms1.gc.cuny.edu

--Leave the subject line blank.

--In the first line of the body of the message, type:

SUBSCRIBE CYE-L {your first name} {your last name}

--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

If unsure which interface your computer system uses, try #2 first.

This is a closed list, meaning that Selim Itus will review subscription requests, and, more importantly, only those who are members of the list can post to the list, i.e., no unwanted solicitations. Once you are subscribed, and receive a confirmation message, you can post messages to the list by sending e-mail to:

CYE-L@cunyvms1.gc.cuny.edu

Further administrative requests regarding this list should be sent to:

Internet: CYE-L-request@cunyvms1.gc.cuny.edu

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**Notes:**

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## ECENET-L (Early Childhood Education)

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**Name:** ECENET-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education

**Description:** ECENET-L is a discussion list for anybody interested in early childhood education. Operated by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois, ECENET-L is the place where parents, teachers, faculty, researchers, students, teachers, librarians, and others interested in early childhood education come together to share ideas, resources, problems, and solutions.

**Related**

**Web site:** ERIC Clearinghouse on Elementary and Early Childhood Education  
<http://ericeece.org/>

**Type of**

**Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/ecenet-l.html](http://ericir.syr.edu/Virtual/Listserv_Archives/ecenet-l.html)

**Address:** Administrative Address: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
Discussion Address: ECENET-L@postoffice.cso.uiuc.edu

**Contact:** Dianne Rothenberg  
Associate Director, ERIC/EECE  
University of Illinois  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469  
800-583-4135; 217-333-1386  
217-333-3767 (Fax)  
[listadmn@ericps.crc.uiuc.edu](mailto:listadmn@ericps.crc.uiuc.edu)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
[listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
--Ignore the "subject" line.  
--In the first line of the message area type:  
subscribe ECENET-L {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## ECEOL-L (Early Childhood Educators Online)

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**Name:** ECEOL-L@Maine.Maine.edu

**Sponsor:** University of Maine

**Description:** Goals of Early Childhood Education Online include the support of early childhood educators, parents, and the children they care for, through information exchange at a variety of levels. Topics of interest include practical issues and questions related to caring for young children and the sharing and exchanging of ideas.

**Related**

**Web site:** Early Childhood Educators Online  
<http://www.ume.maine.edu/~cofed/eceol/welcome.shtml>

**Type of**

**Resource:** Listserv mail list

**Archive:** Available via Listserv; see instructions at:  
<http://www.ume.maine.edu/~cofed/eceol/listserv.html>

**Address:** Administrative Address: [listserv@maine.maine.edu](mailto:listserv@maine.maine.edu)  
Discussion Address: ECEOL-L@maine.maine.edu

**Contact:** Bonnie Blagojevic  
The Sharing Place  
Talmar Wood, The Housing Foundation  
Orono, Maine 04473  
[bonnieb@maine.maine.edu](mailto:bonnieb@maine.maine.edu)

Jim Chiavacci  
[jim\\_chiavacci@voyager.umeres.maine.edu](mailto:jim_chiavacci@voyager.umeres.maine.edu)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
[listserv@maine.maine.edu](mailto:listserv@maine.maine.edu)  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe ECEOL-L {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## ECPOLICY-L (Early Childhood Policy)

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**Name:** ECPOLICY-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education

**Description:** ECPOLICY-L provides a forum for discussion of policy issues related to young children. Discussion centers on (1) providing information about the development, care, and education of young children for state, federal, and local policy makers; (2) raising the awareness of policy makers, educators, the media, and parents about the issues important to the future of young children; and (3) encouraging responsiveness of the early childhood community to public issues affecting children. Membership is open to anyone interested in the future of young children.

**Type of Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/ecpolicy.html](http://ericir.syr.edu/Virtual/Listserv_Archives/ecpolicy.html)

**Address:** Administrative Address: listserv@postoffice.cso.uiuc.edu  
Discussion Address: ECPOLICY-L@postoffice.cso.uiuc.edu

<b>Contact:</b>	Dianne Rothenberg Associate Director, ERIC/EECE University of Illinois Children's Research Center 51 Gerty Drive Champaign, IL 61820 800-583-4135; 217-333-1386 217-333-3767 (Fax) listadmn@ericps.crc.uiuc.edu	Barbara Willer NAEYC 1509 16th Street SE Washington, DC 20036-1426 800-424-2460 AAUJ82@prodigy.com
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### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
listserv@postoffice.cso.uiuc.edu  
--Ignore the "Subject" header of the e-mail.  
--In the message body type:  
subscribe ECPOLICY {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## ECPROFDEV-L (Early Childhood Professional Development)

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**Name:** ECPROFDEV-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education

**Description:** ECPROFDEV-L will foster communication among those who teach pre-service and in-service early childhood educators, train Head Start or other early childhood program staff, and consult or facilitate learning with early childhood professionals in any setting. Discussions focus on varying philosophies in approaching the education and training of diverse groups in early childhood education, as well as on the nitty-gritty of figuring out syllabi, designing learning activities, meeting the challenges of training in a variety of settings, and on new resources, assessment, etc.

**Type of Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/ecprofdev-l.html](http://ericir.syr.edu/Virtual/Listserv_Archives/ecprofdev-l.html)

**Address:** Administrative Address: listserv@postoffice.cso.uiuc.edu  
Discussion Address: ECPROFDEV-L@postoffice.cso.uiuc.edu

**Contact:** Dianne Rothenberg  
Associate Director, ERIC/EECE  
University of Illinois  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469  
800-583-4135; 217-333-1386  
217-333-3767 (Fax)  
listadmn@ericps.crc.uiuc.edu

Linda Jagielo  
Southwest State University  
Marshall, MN  
ljagiolo@ssu.southwest.msus.edu

**Subscription Directions:**

- To subscribe, send an e-mail message to:  
listserv@postoffice.cso.uiuc.edu
- Ignore the "subject" line.
- In the first line of the message area type:  
subscribe ECPROFDEV-L {your first name} {your last name}
- DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## GRADE\_ONE

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**Name:** GRADE\_ONE@cln.etc.bc.ca

**Sponsor:** Open Learning Agency (of British Columbia)

**Description:** The GRADE\_ONE list has been developed to enable first-grade teachers to share ideas and information with colleagues around the world. It is hoped that this supportive network will be useful and informative to those who teach at this most important level.

**Type of Resource:** Majordomo mail list

**Address:** Administrative Address: majordomo@etc.bc.ca  
Discussion Address: GRADE\_ONE@cln.etc.bc.ca

**Contact:** Jean Roberts  
#323-2562 Departure Bay Road  
Nanaimo, BC, Canada V9S 5P1  
250-758-2661  
jeanroberts@bc.sympatico.ca

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
majordomo@etc.bc.ca  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe GRADE\_ONE {your e-mail address}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## GTOT-L (Gifted)

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**Name:** GTOT-L@eskimo.com

**Description:** GTOT-L is a mailing list for anyone interested in issues having to do with gifted children at very young ages (under 6 years of age, generally). While much research has been directed at gifted children and their needs from age 6 onwards, information about the very young seems more difficult to find. GTOT-L is open to anyone wishing to discuss these issues. It operates as a reflecting mailing list, that is, e-mail contributed to the list is "reflected" and sent as a private e-mail message to each subscriber individually.

**Type of  
Resource:** Smartlist mail list

**Address:** Administrative Address: user@eskimo.com  
Subscription Address: see instructions below  
Discussion Address: GTOT-L@eskimo.com

### Subscription

**Directions:** 1) To subscribe to GTOT-L and receive individual message postings, send an e-mail message to:  
gtot-l-request@eskimo.com  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe GTOT-L

2) To subscribe to GTOT-L and receive digests of message postings, send an e-mail message to:  
gtot-digest-request@eskimo.com  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe GTOT-digest

--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## KIDS-ELEMENTARY

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**Name:** KIDS-ELEMENTARY@vm.ege.edu.tr

**Sponsor:** Ege University in Bornova, Izmir, Turkey

**Description:** KIDS-ELEMENTARY is a list about raising elementary school children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 5 - 9 YEARS.**

**Type of Resource:** Listserv mail list

**Address:** Administrative Address: listserv@vm.ege.edu.tr  
Discussion Address: KIDS-ELEMENTARY@vm.ege.edu.tr

**Contact:** Turgut Kalfaoglu  
Ege University in Bornova, Izmir, Turkey  
turgut@vm.ege.edu.tr

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
listserv@vm.ege.edu.tr  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe KIDS-ELEMENTARY {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## KIDS-INFANT

---

**Name:** KIDS-INFANT@vm.ege.edu.tr

**Sponsor:** Ege University in Bornova, Izmir, Turkey

**Description:** KIDS-INFANT is a list about raising infant children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 3 MONTHS TO 1 YEAR.**

**Type of Resource:** Listserv mail list

**Address:** Administrative Address: listserv@vm.ege.edu.tr  
Discussion Address: KIDS-INFANT@vm.ege.edu.tr

**Contact:** Turgut Kalfaoglu  
Ege University in Bornova, Izmir, Turkey  
turgut@vm.ege.edu.tr  
turgut@trearn.bitnet

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
listserv@vm.ege.edu.tr  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe KIDS-INFANT {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## KIDS-NEWBORN

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**Name:** KIDS-NEWBORN@vm.ege.edu.tr

**Sponsor:** Ege University in Bornova, Izmir, Turkey

**Description:** KIDS-NEWBORN is a list about raising newborn children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 0 - 3 MONTHS**.

**Type of**

**Resource:** Listserv mail list

**Address:** Administrative Address: listserv@vm.ege.edu.tr  
Discussion Address: KIDS-NEWBORN@vm.ege.edu.tr

**Contact:** Turgut Kalfaoglu  
Ege University in Bornova, Izmir, Turkey  
turgut@vm.ege.edu.tr  
turgut@trearn.bitnet

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
listserv@vm.ege.edu.tr  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe KIDS-NEWBORN {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## KIDS-PRESCHOOL

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**Name:** KIDS-PRESCHOOL@vm.ege.edu.tr

**Sponsor:** Ege University in Bornova, Izmir, Turkey

**Description:** KIDS-PRESCHOOL is a list about raising preschool children: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 3 - 5 YEARS**.

**Type of Resource:** Listserv mail list

**Address:** Administrative Address: listserv@vm.ege.edu.tr  
Discussion Address: KIDS-PRESCHOOL@vm.ege.edu.tr

**Contact:** Turgut Kalfaoglu  
Ege University in Bornova, Izmir, Turkey  
turgut@vm.ege.edu.tr  
Pamela.Kalfaoglu@bbsturk.bbs.tr

**Subscription Directions:**

- To subscribe, send an e-mail message to:  
listserv@vm.ege.edu.tr
- Ignore the "Subject" header of the e-mail.
- In the first line of the message area type:  
subscribe KIDS-PRESCHOOL {your first name} {your last name}
- DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## KIDS-TODDLER

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**Name:** KIDS-TODDLER@vm.ege.edu.tr

**Sponsor:** Ege University in Bornova, Izmir, Turkey

**Description:** KIDS-TODDLER is a list about raising toddlers: issues involved, problems, suggestions, and solutions. The list focuses on **AGES 1 - 4 YEARS**.

**Type of Resource:** Listserv mail list

**Address:** Administrative Address: listserv@vm.ege.edu.tr  
Discussion Address: KIDS-TODDLER@vm.ege.edu.tr

**Contact:** Turgut Kalfaoglu  
Ege University in Bornova, Izmir, Turkey  
turgut@vm.ege.edu.tr  
Pamela.Kalfaoglu@bbsturk.bbs.tr

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
listserv@vm.ege.edu.tr  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe KIDS-TODDLER {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## MATHMAGIC-K-3-OPEN

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**Name:** MATHMAGIC INTERNET

**Sponsor:** Math Forum

**Description:** MATHMAGIC is a K-12 telecommunications project developed in El Paso, Texas, that provides a strong motivator for students to use computer technology while increasing problem-solving strategies and communications skills. MathMagic posts challenges in each of four grade categories to trigger each registered team to pair up with another team and engage in an exchange of problem-solving dialog. MATHMAGIC-K-3 posts challenges for grades K-3 (other lists address grades 4-6, 7-9, and 10-12). Lists are for unregistered and registered members. Unregistered individuals should subscribe to an "OPEN" list, e.g., MATHMAGIC-K-3-OPEN. After subscribing, a member will be sent a registration form to subscribe to the registered list, e.g., MATHMAGIC-K-3. There is a fee for registration. Unregistered members of the OPEN lists are able to read messages but not post messages. Registered members are allowed to post messages and participate in the math team projects.

**Related**

**Web site:** MathMagic  
<http://forum.swarthmore.edu/mathmagic/>

**Type of**

**Resource:** Majordomo mail list

**Address:** Administrative Address: [majordomo@forum.swarthmore.edu](mailto:majordomo@forum.swarthmore.edu)  
Discussion Address: (for registered users only)

**Contact:** Alan A. Hodson  
P.O. Box 27205  
El Paso, TX 79926-7205  
[ahodson@cs.utep.edu](mailto:ahodson@cs.utep.edu) OR [alanh@forum.swarthmore.edu](mailto:alanh@forum.swarthmore.edu)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
                  [majordomo@forum.swarthmore.edu](mailto:majordomo@forum.swarthmore.edu)  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
                  subscribe mathmagic-k-3-open  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## MULTIAGE Discussion List

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**Name:** Multiage@services.dese.state.mo.us

**Sponsor:** Ridgeway Elementary School, Columbia, Missouri

**Description:** This discussion list is devoted to the interests of multiage schooling. The goal of this list is to create a knowledge base of multiage learning and teaching via electronic networking. This list aims to provide an avenue for persons interested in multiage learning to interface through the list. Possible topics of discussion include, but are not confined to: sharing curriculum ideas; discussing social interplay in development of students in multiage learning settings; providing and requesting pertinent research; and providing a forum for related questions and answers. The list was established as part of a grant received by the school.

**Type of Resource:** Listprocessor mail list

**Address:** Administrative Address: LISTPROC@services.dese.state.mo.us  
Discussion Address: MULTIAGE@services.dese.state.mo.us

**Contact:** catchley@mail.coin.missouri.edu

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
LISTPROC@services.dese.state.mo.us  
--Leave the "subject" line blank.  
--In the first line of the message area type:  
Subscribe {first-name} {last-name}  
--This is an unmoderated list.  
--Further administrative requests regarding this list should be sent to:  
LISTPROC@services.dese.state.mo.us

9/98

**Notes:**

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## OUR-KIDS

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**Name:** OUR-KIDS@maelstrom.stjohns.edu

**Sponsor:** St. John's University

**Description:** OUR-KIDS is a support group for parents, caregivers, and others who are working with children with physical or mental disabilities and delays. The list is intended for people representing children of varying diagnoses, from indefinite developmental delays and sensory integration problems to cerebral palsy and rare genetic disorders. On OUR-KIDS, members can discuss their children's accomplishments and defeats and can get some idea of how others address specific problems with feeding, learning, schools, medical resources, techniques, and equipment.

**Related  
Web site:**

OUR-KIDS Web site  
[http://rdz.stjohns.edu/library/support/our-kids/\(frames\)](http://rdz.stjohns.edu/library/support/our-kids/(frames))  
<http://rdz.stjohns.edu/library/support/our-kids/oknoframe.html> (no frames)

**Type of  
Resource:**

Listserv mail list

**Archive:** <http://maelstrom.stjohns.edu/archives/our-kids.html>

**Address:** Administrative Address: [listserv@maelstrom.stjohns.edu](mailto:listserv@maelstrom.stjohns.edu)  
Discussion Address: OUR-KIDS@maelstrom.stjohns.edu

**Contact:** Randy Ryan, Our-Kids Administrator  
[randy@opid.littondsd.com](mailto:randy@opid.littondsd.com)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
                  [listserv@maelstrom.stjohns.edu](mailto:listserv@maelstrom.stjohns.edu)  
--Ignore the "subject" line.  
--In the first line of the message area type:  
                  subscribe OUR-KIDS {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## PARENTING-L

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**Name:** PARENTING-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education

**Description:** PARENTING-L focuses on topics related to parenting children (including child development, education, and care) from birth through adolescence. Discussion ranges from family leave and parental rights issues, to parents as partners in their children's education, to the changes we see in our children as they leave high school and begin college or get their first job. Owned and managed by the ERIC Clearinghouse on Elementary and Early Childhood Education, PARENTING-L provides an important forum for discussion and sharing information.

**Related**

**Web site:** National Parent Information Network  
<http://npin.org/>

**Type of**

**Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/parenting-l.html](http://ericir.syr.edu/Virtual/Listserv_Archives/parenting-l.html)

**Address:** Administrative Address: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
Discussion Address: PARENTING-L@postoffice.cso.uiuc.edu

**Contact:** Anne Robertson, Coordinator, National Parent Information Network  
ERIC/EECE, University of Illinois  
Children's Research Center, 51 Gerty Drive  
Champaign IL 61820-7469  
800-583-4135; 217-333-1386  
217-333-3767 (Fax)  
[arobrtsn@uiuc.edu](mailto:arobrtsn@uiuc.edu)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
[listserv@postoffice.cso.edu](mailto:listserv@postoffice.cso.edu)  
--Ignore the "Subject" header of the e-mail.  
--In the message body type:  
subscribe PARENTING-L {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## PROJECTS-L

---

**Name:** PROJECTS-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education

**Description:** PROJECTS-L is a discussion list for anybody interested in the use of the Project Approach. For the purposes of this discussion list, the Project Approach is defined as "an in-depth study of a topic undertaken by a class, a group, or an individual child." Typically, the Project Approach refers to children's collaborative studies of "real world" topics that offer opportunities for observation and measurement of actual phenomena.

**Related**

**Web site:** Project Approach Home Page  
<http://www.ualberta.ca/~schard/projects.htm>

**Type of Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/projects-l.html](http://ericir.syr.edu/Virtual/Listserv_Archives/projects-l.html)

**Address:** Administrative Address: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
Discussion Address: PROJECTS-L@postoffice.cso.uiuc.edu

<b>Contact:</b>	Dianne Rothenberg Associate Director, ERIC/EECE University of Illinois Children's Research Center 51 Gerty Drive Champaign, IL 61820 800-583-4135; 217-333-1386 217-333-3767 (Fax) <a href="mailto:listserv@postoffice.cso.uiuc.edu">listserv@postoffice.cso.uiuc.edu</a>	Sylvia Chard Associate Professor Department of Elementary Education 551 Education Building South University of Alberta Edmonton, Alberta T6G 2G5 403-492-0549 <a href="mailto:schard@gpu.srv.ualberta.ca">schard@gpu.srv.ualberta.ca</a>
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**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
[listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
--Ignore the "Subject" header of the e-mail.  
--In the message body type:  
subscribe PROJECTS-L {your first name} {your last name}  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

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## READRECOV

---

**Name:** READRECOV@gsn.org

**Sponsor:** Global School Network

**Description:** READRECOV is intended for Reading Recovery teachers, teacher leaders, trainers of teacher leaders, and all others interested in issues related to Reading Recovery. The objectives of READRECOV are to assist in the continuing contact of Reading Recovery teachers, provide a forum for questions and answers about specific parts of the Reading Recovery program, and provide a forum for discussion of the educational philosophy of Reading Recovery.

**Type of  
Resource:** Majordomo mail list

**Address:** Administrative Address: majordomo@gsn.org  
Discussion Address: READRECOV@gsn.org

**Contact:** Mary Packwood  
Cedar Park Elementary School  
Apple Valley, MN

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
majordomo@gsn.org  
--Ignore the "subject" line.  
--In the first line of the message area type:  
subscribe READRECOV  
--DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

**Notes:**

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## REGGIO-L

---

**Name:** REGGIO-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education and the Merrill-Palmer Institute at Wayne State University

**Description:** REGGIO-L is the place where early childhood educators, researchers, students, parents, and others who have an ongoing interest in the Reggio Emilia approach to early childhood education can discuss the educational philosophy behind the Reggio Emilia program, teaching approaches and essential elements of the program, its adaptation in the United States, and other related topics.

**Related Web site:** ERIC/EECE Reggio Emilia section  
<http://ericece.org/reggio.html>

**Type of Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/reggio-l.html](http://ericir.syr.edu/Virtual/Listserv_Archives/reggio-l.html)

**Address:** Administrative Address: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)  
Discussion Address: REGGIO-L@postoffice.cso.uiuc.edu

**Contact:** Bernard Cesarone  
ERIC/EECE, University of Illinois  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469  
800-583-4135; 217-333-1386  
217-333-3767 (Fax)  
[cesarone@uiuc.edu](mailto:cesarone@uiuc.edu)

**Subscription Directions:**

- To subscribe, send an e-mail message to:  
[listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)
- Leave the "subject" line blank.
- In the first line of the message area type:  
subscribe REGGIO-L {your first name} {your last name}
- DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

9/98

Notes:

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## SAC-L (School Age Care)

---

**Name:** SAC-L@postoffice.cso.uiuc.edu

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education and the School-Age Child Care Project (SACC Project) at the Center for Research on Women at Wellesley College

**Description:** SAC-L is a discussion list for anybody interested in school-age care planning, resources, activities, funding, staff and staff development, and related subjects.

**Related Web site:** National Institute on Out-of-School Time  
(formerly the School-Age Child Care Project)  
<http://www.wellesley.edu/WCW/CRW/SAC/>

**Type of Resource:** Listserv mail list

**Archive:** [http://ericir.syr.edu/Virtual/Listserv\\_Archives/sac-list.html](http://ericir.syr.edu/Virtual/Listserv_Archives/sac-list.html)

**Address:** Administrative Address: listserv@postoffice.cso.uiuc.edu  
Discussion Address: SAC-L@postoffice.cso.uiuc.edu

**Contact:** Dianne Rothenberg  
Associate Director, ERIC/EECE  
University of Illinois  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469  
800-583-4135; 217-333-1386  
217-333-3767 (Fax)  
listadm@ericps.crc.uiuc.edu

Lillian Coltin  
School Age Child Care Project  
Center for Research on Women  
Wellesley College  
lcoltin@wellesley.edu

**Subscription Directions:**

- To subscribe, send an e-mail message to:  
listserv@postoffice.cso.uiuc.edu
- Ignore the "Subject" header of the e-mail.
- In the first line of the message area type:  
subscribe SAC-L {your first name} {your last name}
- DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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Notes:

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## SNE-EATALK-L (Special Needs Education, Educational Assistants)

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**Name:** SNE-EATALK-L@schoolnet.ca

**Sponsor:** Special Needs Education Network, sponsored by the Schoolnet Project

**Description:** SNE-EATALK-L is an open, unmoderated list which provides a forum for educational assistants and teacher assistants to discuss topics of general interest in special needs education. Educational assistants from all areas of education are welcome. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education Network (SNE) and several other discussion lists sponsored by the SNE Network, this list is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNE-EATALK-L is to facilitate the improvement of special needs education through healthy conversations.

**Related**

**Web site:** Special Needs Education Network  
<http://www.schoolnet.ca/sne/> AND <http://www.schoolnet.ca/sne/lists.html>

**Type of**

**Resource:** Listprocessor mail list

**Address:** Administrative Address: [listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
Discussion Address: SNE-EATALK-L@schoolnet.ca

**Contact:** Keenan Wellar, Project Manager  
Special Needs Education Network  
[kwellar@schoolnet.ca](mailto:kwellar@schoolnet.ca)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
[listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe SNE-EATALK-L {your first name} {your last name}

9/98

**Notes:**

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## SNE-NEWTEACHER-L (Special Needs Education)

---

**Name:** SNE-NEWTEACHER-L@schoolnet.ca

**Sponsor:** Special Needs Education Network, sponsored by the Schoolnet Project

**Description:** SNE-NEWTEACHER-L is an open, unmoderated list which provides a forum for teachers to discuss topics of general interest to new teachers. Educators of all types are welcome: those are that are new and want assistance, and those who are experienced and want to help new teachers. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education Network (SNE) and several other discussion lists sponsored by the SNE Network, this list is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNE-NEWTEACHER-L is to facilitate the improvement of special needs education through healthy conversations.

**Related  
Web site:**

Special Needs Education Network  
<http://www.schoolnet.ca/sne/> AND <http://www.schoolnet.ca/sne/lists.html>

**Type of  
Resource:**

Listprocessor mail list

**Address:**

Administrative Address: [listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
Discussion Address: SNE-NEWTEACHER-L@schoolnet.ca

**Contact:**

Keenan Wellar, Project Manager  
Special Needs Education Network  
[kwellar@schoolnet.ca](mailto:kwellar@schoolnet.ca)

**Subscription**

**Directions:**

- To subscribe, send an e-mail message to:  
[listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)
- Ignore the "Subject" header of the e-mail.
- In the first line of the message area type:  
subscribe SNE-NEWTEACHER-L {your first name} {your last name}

9/98

**Notes:**

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## SNEPARENTALK-L (Special Needs Education, Parents)

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**Name:** SNEPARENTALK-L@schoolnet.ca

**Sponsor:** Special Needs Education Network, sponsored by the Schoolnet Project

**Description:** SNEPARENTALK-L provides a forum for discussion of children with "special needs," defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education (SNE) Network and several other discussion lists sponsored by the SNE Network, this list specifically addresses parents' concerns and needs regarding their children's special needs. Parents should find this list to be a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNEPARENTALK-L is to educate parents about special needs education through healthy conversations.

**Related**

**Web site:** Special Needs Education Network  
<http://www.schoolnet.ca/sne/> AND <http://www.schoolnet.ca/sne/lists.html>

**Type of**

**Resource:** Listprocessor mail list

**Address:** Administrative Address: [listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
Discussion Address: SNEPARENTALK-L@schoolnet.ca

**Contact:** Keenan Wellar, Project Manager  
Special Needs Education Network  
[kwellar@schoolnet.ca](mailto:kwellar@schoolnet.ca)

**Subscription**

**Directions:** --To subscribe, send an e-mail message to:  
[listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe SNEPARENTALK-L {your first name} {your last name}

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**Notes:**

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## SNETALK-L (Special Needs Education)

---

**Name:** SNETALK-L@schoolnet.ca

**Sponsor:** Special Needs Education Network, sponsored by the Schoolnet Project

**Description:** SNETALK-L is a moderated list. The list is not intended for general discussion but for the posting of announcements related to special needs education that may be of interest to subscribers of each of the other SNE discussion lists.

**Related Web site:** Special Needs Education Network  
<http://www.schoolnet.ca/sne/> AND <http://www.schoolnet.ca/sne/lists.html>

**Type of Resource:** Listprocessor mail list

**Address:** Administrative Address: listproc@schoolnet.ca  
Discussion Address: SNETALK-L@schoolnet.ca

**Contact:** Keenan Wellar, Project Manager  
Special Needs Education Network  
kwellar@schoolnet.ca

**Subscription Directions:**

- To subscribe, send an e-mail message to:  
listproc@schoolnet.ca
- Ignore the "Subject" header of the e-mail.
- In the first line of the message area type:  
subscribe SNETALK-L {your first name} {your last name}

9/98

Notes:

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## SNETEACHTALK-L (Special Needs Education)

---

**Name:** SNETEACHTALK-L@schoolnet.ca

**Sponsor:** Special Needs Education Network, sponsored by the Schoolnet Project

**Description:** SNE-TEACHTALK-L is an open, unmoderated list which provides a forum for teachers to discuss topics of general interest in special needs education. Educators of all types are welcome. Children with "special needs" are defined as those who require a level of specialized services in one or more of the spheres of learning (affective/cognitive/psycho-motor). Affiliated with the Special Needs Education Network (SNE) and several other discussion lists sponsored by the SNE Network, this list is a friendly, informal atmosphere—a place to learn, ask questions, and help others in need. The primary goal of SNETEACHTALK-L is to facilitate the improvement of special needs education through healthy conversations.

### Related

**Web site:** Special Needs Education Network  
<http://www.schoolnet.ca/sne/> AND <http://www.schoolnet.ca/sne/lists.html>

### Type of

**Resource:** Listprocessor mail list

**Address:** Administrative Address: [listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
Discussion Address: SNETEACHTALK-L@schoolnet.ca

**Contact:** Keenan Wellar, Project Manager  
Special Needs Education Network  
[kwellar@schoolnet.ca](mailto:kwellar@schoolnet.ca)

### Subscription

**Directions:** --To subscribe, send an e-mail message to:  
[listproc@schoolnet.ca](mailto:listproc@schoolnet.ca)  
--Ignore the "Subject" header of the e-mail.  
--In the first line of the message area type:  
subscribe SNETEACHTALK-L {your first name} {your last name}

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**Notes:**

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## WYCOOL-L

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**Name:** WYCOOL-L@uconnvm.uconn.edu

**Sponsor:** A.J. Pappanikou Center Technology Lab at the University of Connecticut and the Chatbook Trust of the United Kingdom

**Description:** Way Cool Software Reviews is intended to give students and others a chance to review software they use at home or at school they feel is "way cool" and to see their reviews published on the listserv and the World Wide Web. It also provides a site for teachers, students, parents, and others to learn about software others feel is educationally sound. Contributions to this list have been made by 3-year-old youngsters and experienced teachers. A special focus of the listserv is software which is useful for individuals with disabilities, although reviews from all areas of interest are welcome.

**Related  
Web site:**

Way Cool Software Reviews Project  
<http://www.ucc.uconn.edu/~wwwpcse/wcool.html>

**Type of  
Resource:**

Listserv mail list

**Address:**

Administrative Address: [listserv@uconnvm.uconn.edu](mailto:listserv@uconnvm.uconn.edu)  
Discussion Address: WYCOOL-L@uconnvm.uconn.edu

**Contact:**

Chauncy N. Rucker, Ph.D., Director, A.J. Pappanikou Center Technology Lab  
The University of Connecticut  
249 Glenbrook Road, U-64  
Storrs, CT 06269-2064  
860-423-7880  
860-486-5037 (Fax)  
[Rucker@uconnvm.uconn.edu](mailto:Rucker@uconnvm.uconn.edu)

**Subscription**

**Directions:**

- To subscribe, send an e-mail message to:  
[listserv@uconnvm.uconn.edu](mailto:listserv@uconnvm.uconn.edu)
- Ignore the "Subject" header of the e-mail.
- In the message body type:  
subscribe WYCOOL-L {your first name} {your last name}
- DO NOT INCLUDE A SIGNATURE IN YOUR MESSAGE

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**Notes:**

# **Chapter 3**

## **Internet Sites for Early Childhood Educators**

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## ACCESS ERIC

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**Name:** ACCESS ERIC

**Sponsor:** Aspen Systems, Inc.

**Description:** ACCESS ERIC is a component of the ERIC system. The site contains the ERIC online publications catalog, links to other ERIC sites that allow you to search the ERIC database, and frequently asked questions about ERIC. This site also contains the complete text of many systemwide ERIC publications, such as ERIC Digests, *A Pocket Guide to ERIC*, dozens of parent brochures, and recent issues of *The ERIC Review*.

**Type of  
Sponsor:** Government

**Address:** <http://www.aspensys.com/eric/>

**Contact:** acceric@inet.ed.gov

**Postal  
Address:** ACCESS ERIC  
2277 Research Boulevard, 7A  
Rockville, MD 20850  
800-538-3742 (800-LET-ERIC)  
301-519-5789  
301-519-6760 (Fax)

5/98

**Notes:**

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## THE ACTIVITY CUPBOARD

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**Name:** The Activity Cupboard

**Sponsor:** Sherri Osborn

**Description:** This site was created from ideas shared on a daycare listserv. The activities are broken down into several categories, covering crafts, holidays, seasons, science, music, and many others. Age guidelines are not given because of the variation in children's abilities at different ages, but most activities are intended for young children.

**Type of  
Sponsor:** Individual

**Address:** <http://www.geocities.com/Heartland/7997/sherri2a.htm>

**Contact:** Sherri Osborn (c-n-s.ozzy@WorldNet.att.net)

6/98

Notes:

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## ALLIANCE FOR PARENTAL INVOLVEMENT

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**Name:** Alliance for Parental Involvement (ALLPIE)

**Sponsor:** Alliance for Parental Involvement in Education, Inc.

**Description:** ALLPIE is a nonprofit organization that assists and encourages parental involvement in all types of schooling including public, private, and at-home. The site includes membership information, a conference calendar, a sample of the ALLPIE newsletter, and information on how to access their resource lending library on parenting, parent involvement, and home schooling.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.croton.com/allpie/>

**Contact:** [allpie@taconic.net](mailto:allpie@taconic.net)

**Postal Address:** ALLPIE  
P.O. Box 59  
East Chatham, NY 12060-0059  
518-392-6900

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**Notes:**

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## AMERICAN ACADEMY OF PEDIATRIC DENTISTRY

---

**Name:** American Academy of Pediatric Dentistry (AAPD): Parent Information

**Sponsor:** American Academy of Pediatric Dentistry

**Description:** The AAPD Parent Information Page provides 24 full-text brochures designed to address questions parents commonly ask. The brochures are designed to assist communication between the dental team and the parent. In addition, the AAPD provides the following services to parents: (1) finding a dentist near you; and (2) links to related sites.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://aapd.org/Consum.html>

**Contact:** [aapdweb@aapd.org](mailto:aapdweb@aapd.org)

**Postal Address:** American Academy of Pediatric Dentistry  
211 E. Chicago Avenue, Suite 700  
Chicago, IL 60611-2616

5/98

**Notes:**

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## AMERICAN ACADEMY OF PEDIATRICS

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**Name:** American Academy of Pediatrics (AAP)

**Sponsor:** American Academy of Pediatrics

**Description:** One section of this site, "You and Your Family," is of particular interest. Features of this section include a Pediatric Referral Service; an update on positioning (while sleeping) and SIDS; full-text brochures and resources on many topics; AAP position statements on a variety of subjects (e.g., AIDS, discipline, vitamins, etc.); and a set of up-to-date immunization schedules.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.aap.org/>

**Contact:** WEBEDITOR@aap.org

**Postal  
Address:** American Academy of Pediatrics  
141 Northwest Point Boulevard  
Elk Grove Village, IL 60007-1098  
847-228-5005  
847-228-5097 (Fax)

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**Notes:**

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## AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

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**Name:** AASA Online

**Sponsor:** American Association of School Administrators (AASA)

**Description:** AASA, founded in 1865, is the professional organization for over 16,500 educational leaders across North America and in many other countries. The four major focus areas for AASA are: improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders. This site provides information about AASA and its programs; full-text versions of many of its publications; full-text articles on timely issues; and conference, job market, and legislative information.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.aasa.org/>

**Contact:** [webmaster@aasa.org](mailto:webmaster@aasa.org)

**Postal  
Address:** American Association of School Administrators  
1801 N. Moore Street  
Arlington, VA 22209  
703-528-0700  
703-841-1543 (Fax)

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**Notes:**

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## AMERICAN LIBRARY ASSOCIATION

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**Name:** American Library Association (ALA): Resources for Parents and Kids

**Sponsor:** American Library Association

**Description:** The ALA is committed to protecting public access to information in all forms and to ensuring that library users in the 21st century enjoy the same free and open access to information that users have today. This site features information on the Internet and interesting Web sites for children and teens; lists of books for children and teens, including Newberry and Caldecott award-winning books; information about *Book Links: Connecting Books, Libraries, and Classrooms*, a magazine designed for teachers, librarians, library media specialists, booksellers, parents, and all other adults interested in connecting children with high-quality books; and an online version of *Booklist*, a book review magazine.

**Type of**

**Sponsor:** Nonprofit organization

**Address:** <http://www.ala.org/parents/index.html>

**Contact:** Webmaster (rcarlson@ala.org)

**Postal**

**Address:** American Library Association  
50 E. Huron  
Chicago, IL 60611  
800-545-2433  
312-944-7298 (TDD)

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**Notes:**

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## AMERICAN MONTESSORI SOCIETY

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**Name:** American Montessori Society (AMS)

**Sponsor:** American Montessori Society

**Description:** A starting point for learning about the Montessori education approach, this site contains explanatory online articles, bibliographies, research studies, a list of public Montessori schools, and AMS position papers on a variety of education topics.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.amshq.org/>

**Contact:** AMSPaul@aol.com  
AMSMichael@aol.com

**Postal Address:** American Montessori Society  
281 Park Avenue South, 6th Floor  
New York, NY 10010-6102  
212-358-1250  
212-358-1256 (Fax)

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**Notes:**

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## AMERICAN PSYCHOLOGICAL ASSOCIATION

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**Name:** American Psychological Association (APA)

**Sponsor:** American Psychological Association

**Description:** The APA is the world's largest organization of psychologists. The site provides information about the organization, information for members and students, and a description of each APA division, including the "Child, Youth, and Family Services," "Family Psychology," and "Developmental Psychology" divisions. The site also provides access to the APA Help Center; information from the Education, Practice, Public Interest, and Science Directorates; and information about APA publications, including an online version of the *APA Monitor*.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.apa.org/>

**Contact:** [webmaster@apa.org](mailto:webmaster@apa.org)

**Postal Address:** American Psychological Association  
750 First Street NE  
Washington, DC 20002-4242  
202-336-5500

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**Notes:**

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## AMERICAN SCHOOL DIRECTORY

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**Name:** American School Directory

**Sponsor:** Computers for Education; IBM; Vanderbilt University; Innisbrook Wraps; National Association of Secondary School Principals

**Description:** The American School Directory is the Internet home for all K-12 schools, providing information and communication for teachers, students, parents, local communities, and families planning a move. Each school's Web page provides: (1) information about the school; (2) school news; (3) calendars; (4) sports schedules; (5) menus; (6) clubs and organizations; and (7) contact information and maps. In addition, this site also features the "Education Connection," which contains a variety of resources, including: (1) a large index of educational Web sites; (2) links to all state Departments of Education and professional associations; and (3) "The Learning Cooperative," with resources such as student activity units and teaching tools.

**Type of Resource:** Commercial, University, Nonprofit organization

**Address:** <http://www.asd.com/>

5/98

Notes:

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## ANIMAL TRACKS®

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**Name:** Animal Tracks®

**Sponsor:** National Wildlife Federation

**Description:** Animal Tracks is a classroom education program of the National Wildlife Federation. Animal Tracks resources include "Action Packs" on such topics as water and habitat; an Internet discussion group; and descriptions of outdoor activities. Other features of the site include "The Current Events Hotline," "The Earth Tomorrow® Program," and "Animal Tracks On-line"—classroom activities on air, habitat, wildlife and endangered species, people and the environment, and water. This site also contains information on teacher workshops.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.nwf.org/nwf/atracks/>

**Postal  
Address:** National Wildlife Federation  
8925 Leesburg Pike  
Vienna, VA 22184  
800-822-9919  
703-790-4000

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**Notes:**

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## ANNIE E. CASEY FOUNDATION

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**Name:** Annie E. Casey (AEC) Foundation

**Sponsor:** Annie E. Casey Foundation

**Description:** The Annie E. Casey Foundation is a private, charitable organization dedicated to helping build better futures for disadvantaged children in the United States. Its primary mission is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. The site includes information on *Kids Count*, the national and state-by-state effort to track the educational, economic, social, and physical well-being of children in the United States. The full text of the 1998 *Kids Count* report is provided, as are summaries of the 1995, 1996, and 1997 reports; contact information on states' *Kids Count* efforts is also provided. Other full-text publications, descriptions of AEC initiatives, and news from AEC are also provided.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.aecf.org/>

**Contact:** [webmail@aecf.org](mailto:webmail@aecf.org)

**Postal Address:** The Annie E. Casey Foundation  
701 St. Paul Street  
Baltimore, MD 21202  
410-547-6600  
410-547-6624 (Fax)

5/98

**Notes:**

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## ARTS ED NET

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**Name:** ArtsEdNet

**Sponsor:** Getty Education Institute for the Arts

**Description:** ArtsEdNet is an online service that facilitates the exchange of ideas and information on K-12 arts education. The site contains lesson plans and other curricular resources, a library of discipline-based art education resources, full-text articles on current issues in art education, a publications catalog, and opportunities to participate in online discussion and professional development.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.artsednet.getty.edu/>

**Contact:** artsednet@getty.edu

**Postal  
Address:** Arts Education Net  
1200 Getty Center Drive, Suite 600  
Los Angeles, CA 90049-1683  
310-440-7315  
310-440-7704 (Fax)

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**Notes:**

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## ASKERIC

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**Name:** AskERIC

**Sponsor:** ERIC Clearinghouse on Information and Technology, Syracuse University;  
U.S. Department of Education, Office of Educational Research and Improvement

**Description:** AskERIC is an Internet-based education information service located at the ERIC Clearinghouse on Information and Technology at Syracuse University. The AskERIC site is composed of three components: the AskERIC Virtual Library, AskERIC Research & Development, and AskERIC Question & Answer Service. The Virtual Library contains lesson plans for pre-K through grade 12; AskERIC "collections," including InfoGuides to Internet and other resources on a wide range of topics (child abuse, children's literature, home schooling, and many others); ERIC Digests; listserv archives; and bibliographies. The Research & Development section describes projects undertaken by the Clearinghouse. The AskERIC Internet-based question-answering service currently responds within 2 working days to approximately 900 questions per week. Questions from AskERIC are routed to the ERIC Clearinghouse best suited to respond to the request. Questions can be sent to [askeric@askeric.org](mailto:askeric@askeric.org) for an individualized response. The site also contains an interface for searching the ERIC database on the Web.

**Type of Sponsor:** University, Government

**Address:** <http://ericir.syr.edu/>

**Contact:** [eric@ericir.syr.edu](mailto:eric@ericir.syr.edu)

**Postal Address:** ERIC Clearinghouse on Information and Technology  
Syracuse University  
4-194 Center for Science and Technology  
Syracuse, NY 13244-4100  
315-443-3640  
800-461-9107  
315-443-5448 (Fax)

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## ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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**Name:** Association for Childhood Education International (ACEI)

**Sponsor:** Association for Childhood Education International

**Description:** ACEI, the oldest organization of its kind in North America, focuses on children from infancy through early adolescence with a dual commitment to the fulfillment of every child's potential and to the professional development of teachers. ACEI's activities include journals (*Childhood Education* and *Journal of Research in Childhood Education*), newsletters, publications, brochures for parents, and position papers (descriptions of all of these resources and ordering information are provided on this site), along with an annual international conference and exhibition and regional workshops. This Web page provides information on all aspects of the Association.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.udel.edu/bateman/acei/>

**Contact:** Marilyn Gardner (aceihq@aol.com)

6/98

**Notes:**

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## AT-HOME DAD

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**Name:** At-Home Dad Newsletter

**Sponsor:** ParentsPlace.com

**Description:** *At-Home Dad* is a quarterly newsletter developed by an at-home father to provide connections and resources for the 2 million fathers who stay at home with their children. The newsletter usually consists of six parts, including a feature story, a spotlight on a dad, a home business, activities to do with kids, a list of resources for at-home dads, and a network that puts at-home dads in touch with each other. This site describes the newsletter and offers several sample articles.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.parentsplace.com/readroom/athomedad/index.html>

**Contact:** Peter Baylies (athomedad@aol.com)

**Postal  
Address:** At-Home Dad  
61 Brightwood Avenue  
North Andover, MA 01845-1702

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**Notes:**

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## AWESOME LIBRARY

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**Name:** Awesome Library

**Sponsor:** Evaluation and Development Institute

**Description:** This site organizes exploration of the Word Wide Web by offering access to 12,000 carefully reviewed educational resources, based on whether you identify yourself as a teacher, parent, student, community member, or librarian. The site includes a directory, an index, and a search engine. Sites are also organized by subject area, school functions, and type of resource.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.neat-schoolhouse.org/awesome.html>

**Contact:** Dr. R. Jerry Adams (adamsjr@mindspring.com)

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**Notes:**

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## BABYHOOD

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**Name:** Babyhood

**Sponsor:** Babyhood; Alki Software Corporation

**Description:** This site is dedicated to providing information about babies (birth to approximately 24 months). Resources (online articles, Web sites) are available on the following topics: (1) child care; (2) health and safety; (3) parenting; (4) products/services; (5) reading aloud; (6) recreation; and (7) miscellaneous.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.babyhood.com/>

**Contact:** [editor@alki.com](mailto:editor@alki.com)

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**Notes:**

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## BEACH CENTER ON FAMILIES AND DISABILITY

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**Name:** Beach Center on Families and Disability

**Sponsor:** University of Kansas

**Description:** This Web site offers information for families and others working with individuals with disabilities. The site includes these sections: "News to Use" (some resources are full-text), "Research Briefs" (full-text), "Beach Center Newsletters" (full-text), "Products" (a listing), "Disability and Family Studies" (description of an educational program), "Positive Behavioral Support" (information on this field), "Support Organizations," and "Relevant Links." There is information on ordering publications at low cost.

**Type of  
Sponsor:** University

**Address:** <http://www.lsi.ukans.edu/beach/beachhp.htm>

**Contact:** beach@dole.lsi.ukans.edu

**Postal  
Address:** Beach Center on Families and Disability  
3111 Haworth Hall  
University of Kansas  
Lawrence, KS 66045

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**Notes:**

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## BEHAVIORAL-DEVELOPMENTAL INITIATIVES

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**Name:** Behavioral-Developmental Initiatives

**Sponsor:** Behavioral-Developmental Initiatives

**Description:** Behavioral-Developmental Initiatives deals with concerns about children's behaviors, particularly in infants and children. This site contains information about resources for parents and professionals on understanding and applying knowledge about temperamental characteristics. There are three main areas of focus: (1) the importance of behavioral individuality; (2) the application of information about temperament by parents and professionals; and (3) the avoidance of unnecessary labels.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.primenet.com/~bdi/>

**Contact:** bdi@primenet.com

**Postal  
Address:** Behavioral-Developmental Initiatives  
13802 N. Scottsdale Road, Suite 104  
Scottsdale, AZ 85254  
800-405-2313  
602-494-2688 (Fax)

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**Notes:**

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## BIG SKY TELEGRAPH

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**Name:** Big Sky Telegraph

**Sponsor:** US West Foundation of Montana; M. J. Murdoc Charitable Trust

**Description:** Big Sky Telegraph is a collaborative effort supporting lifelong learning and school/community networking. The Web site includes the following sections: "Self-Directed Learning Resources," "K-12 Resources and Training," "BST Mission and Montana," "Community Networking," "Web Development," and "Family and Fun Learning." The K-12 resources section includes online K-12 project registries, multicultural project sites, and lesson plan archives. The site also contains sections on "Migrant Educational Resources" (in English and Spanish) and "Native American Educational Resources."

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://macsky.bigsky.dillon.mt.us/>

**Contact:** Frank Odasz ([franko@bigsky.dillon.mt.us](mailto:franko@bigsky.dillon.mt.us)) or  
[web@bigsky.dillon.mt.us](mailto:web@bigsky.dillon.mt.us)

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**Notes:**

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## BOARDING SCHOOLS ONLINE

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**Name:** (Boarding) Schools Online

**Sponsor:** The Association of Boarding Schools (TABS)

**Description:** This site provides school and contact information on 289 boarding schools in the United States, Canada, and overseas. Also listed are independent day and boarding schools from around the country and the world. The School Search Engine helps users find schools and links them to schools' home pages.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.schools.com/index.html>

**Contact:** Peter Pelham (ppelham@nais-schools.org)

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**Notes:**

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## BUSY TEACHERS' WEBSITE K-12

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**Name:** Busy Teachers' WebSite K-12

**Sponsor:** Carolyn Cole

**Description:** The site was designed to provide teachers with potential materials, activities, and lesson plans through an organized list of links to other Web sites. Organized into subject areas, such as art, biology, and recess, the site includes brief descriptions, in addition to links to other Web sites, to help the teacher determine if a site is of interest.

**Type of  
Sponsor:** Individual

**Address:** <http://www.ceismc.gatech.edu/BusyT/>

**Contact:** Carolyn Cole (carolyn.cole@ceismc.gatech.edu)

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**Notes:**

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## CANADA'S SCHOOLNET

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**Name:** Canada's SchoolNet

**Sponsor:** Canada's SchoolNet

**Description:** Canada's SchoolNet is an educational initiative supported by a variety of organizations across Canada. SchoolNet helps facilitate excellence in learning through electronic networking across Canada. SchoolNet and its many partners have collaborated to produce a wide range of popular and respected educational services for K-12 educators, as well as for those involved in post-secondary education. Links to online resources are available in the following categories: arts, business, humanities, information centre, outdoors, math and sciences, and projects.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.schoolnet.ca/>

**Contact:** schoolnet-admin@schoolnet.ca  
1 800-268-6608

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**Notes:**

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## CANADIAN COUNCIL ON SOCIAL DEVELOPMENT

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**Name:** Canadian Council on Social Development

**Sponsor:** Canadian Council on Social Development

**Description:** The Canadian Council on Social Development is an independent, national, nonprofit organization embracing all aspects of social policy and development. The Council pursues a commitment to social progress through research and analysis, consultation, public education, policy development, and advocacy. Features of the site include: (1) a catalog of publications; (2) online documents, including "Insight: An Information Series"; briefs, reports, and policy statements; and speeches by the Council's executive director; (3) membership information; (4) social indicators, containing information on a symposium and its resulting report on developing indicators to measure Canadian well-being; (5) research services; and (6) statistics and information.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.ccsd.ca/index.html>

**Contact:** [council@ccsd.ca](mailto:council@ccsd.ca)

**Postal Address:** Canadian Council on Social Development  
441 MacLaren Street, 4th Floor  
Ottawa, Ontario K2P 2H3  
613-236-8977  
613-236-2750 (Fax)

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**Notes:**

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## CAROL HURST'S CHILDREN'S LITERATURE SITE

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**Name:** Carol Hurst's Children's Literature Site

**Sponsor:** Carol Otis Hurst's Consultants; Didax Educational Resources

**Description:** This site is a collection of reviews of books for children, ideas for ways to use them in the classroom, and descriptions of books and activities about particular subjects, curriculum areas, themes, and professional topics. It also includes a quarterly newsletter. The site takes many of Carol Hurst's back articles and sections from her professional books for teachers and librarians and reformats and interlinks them to create an interactive collection of information.

**Type of Sponsor:** Commercial

**Address:** <http://www.carolhurst.com/>

**Contact:** Rebecca Otis (rebotis@crocker.com)  
Carol Otis Hurst (carolhurst@aol.com)

**Postal Address:** Carol Otis Hurst's Consultants  
41 Colony Drive  
Westfield, MA 01340

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## CENTER FOR CAREER DEVELOPMENT IN EARLY CARE AND EDUCATION

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**Name:** Center for Career Development in Early Care and Education

**Sponsor:** Center for Career Development in Early Care and Education, Wheelock College

**Description:** The Center for Career Development in Early Care and Education at Wheelock College was founded in 1991 to: (1) improve the quality of early care and education for children by creating a viable career development system for early childhood practitioners, and (2) promote the definition of early care and education as a professional field and as a field of study. The Center's Web site includes information about the Center, a list of publications, information about seminars in child care administration, information about the Centers for Child Care Policy and Training at Wheelock College, full-text articles on career development, news and notes on career development, and a list of links to other child care and professional development resources on the Internet.

**Type of Sponsor:** College

**Address:** <http://ericps.crc.uiuc.edu/ccdece/ccdece.html>

**Contact:** [centers@wheelock.edu](mailto:centers@wheelock.edu)

**Postal Address:** Center for Career Development in Early Care and Education  
Wheelock College  
200 The Riverway  
Boston, MA 02215  
617-734-5200 ext. 211  
617-738-0643 (Fax)

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## CENTER FOR CHILDREN WITH CHRONIC ILLNESS AND DISABILITY

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**Name:** Center for Children with Chronic Illness and Disability (C3ID)

**Sponsor:** University of Minnesota

**Description:** The Center for Children with Chronic Illness and Disability conducts research and applies knowledge to foster the physical, psychological, and social development and competence of infants, children, and adolescents with chronic illness or disability. C3ID makes research findings available to parents, educators, health care professionals, and other concerned individuals and groups. The site describes C3ID's research and dissemination activities and includes *Springboard*, an online newsletter.

**Type of Sponsor:** University

**Address:** <http://www.peds.umn.edu/Centers/ihd/c3idcor.tents.html>

**Contact:** Peggy Mann Rinehart (rineh002@maroon.tc.umn.edu)

**Postal Address:** University of Minnesota  
General Pediatrics/Adolescent Health  
Center for Children with Chronic Illness and Disability  
P.O. Box 721  
420 Delaware Street SE  
Minneapolis, MN 55455-0374  
612-626-0644

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**Notes:**

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## CENTER FOR THE STUDY OF BOOKS IN SPANISH

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**Name:** Center for the Study of Books in Spanish for Children and Adolescents

**Sponsor:** Dr. Isabel Schon, California State University San Marcos

**Description:** This Web page, in both English- and Spanish-language versions, provides query access to the Center's bibliographic database of high-quality children and youth books in Spanish. The site also includes information about the Center's workshops, publications, and special activities.

**Type of Sponsor:** Individual

**Address:** [http://www.csusm.edu/campus\\_centers/csb/](http://www.csusm.edu/campus_centers/csb/)

**Contact:** Dr. Isabel Schon, Director (ischon@mailhost1.csusm.edu)

**Postal Address:** Center for the Study of Books in Spanish for Children and Adolescents  
California State University San Marcos  
San Marcos, CA 92096-0001  
760-750-4070  
760-750-4073 (Fax)

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**Notes:**

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## THE CHILD CARE ACTION WEBSITE

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**Name:** The Child Care Action Website

**Sponsor:** Neil Fowler

**Description:** This site provides information regarding child care in Canada. Topics of full-text articles in the "Basic References" section include: (1) benefits of high-quality child care; (2) the role of high-quality child care; (3) indicators of high-quality child care; (4) the effect of child care funding; (5) health care fact sheets; (6) the Code of Ethics for Ontario's early childhood educators; (7) choosing child care; and (8) the Canadian Child Care Registry. Links to institutions in the United States and Canada that are concerned with child care are provided, and a discussion of Canadian child care policy is included.

**Type of  
Sponsor:** Individual

**Address:** <http://www.freenet.hamilton.on.ca/~ab608/>

**Contact:** Neil Fowler (ece@freenet.edmonton.ab.ca)

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**Notes:**

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## CHILD CARE BUREAU

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**Name:** Child Care Bureau

**Sponsor:** Administration on Children, Youth and Families, U.S. Department of Health and Human Services

**Description:** The Child Care Bureau is dedicated to enhancing the quality, affordability, and supply of child care available for all families. This Web site provides information about the Bureau's programs; current initiatives and special events; policy and funding announcements; research, data, and systems; organizational structure; and frequently asked questions. There is also a link to the National Child Care Information Center (NCCIC).

**Type of  
Sponsor:** Government

**Address:** <http://www.acf.dhhs.gov/programs/ccb/>

**Contact:** [ccb@acf.dhhs.gov](mailto:ccb@acf.dhhs.gov)

**Postal  
Address:** U.S. Department of Health and Human Services  
Administration for Children, Youth and Families  
Child Care Bureau  
Switzer Building, Room 2046  
330 C Street SW  
Washington, DC 20447  
202-690-6782

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**Notes:**

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## CHILD CARE PARENT/PROVIDER INFORMATION NETWORK

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**Name:** Child Care Parent/Provider Information Network (PPIN)

**Sponsor:** Holly McDonough-Abunassar

**Description:** Child Care PPIN is a Maryland child care publishing and education company based in the Washington, DC suburb of Bowie, MD. It publishes *Child Care Provider Magazine*; an electronic magazine serving child care professionals; *Making Home-Based Child Care Work for You*, a handbook for family child care providers; and *Day Care Daze*, a rock 'n' roll tape for child care providers. The "Publications" area contains a sample issue of the online magazine; the "Forum Discussion Groups" and "Chat Rooms" offer news from experts, vendors, and advocates; and the "Links" area provides links to other relevant sites.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.childcare-ppin.com/>

**Contact:** CCPPIN@aol.com

**Postal  
Address:** Child Care Parent/Provider Information Network, Inc.  
P.O. Box 574  
Bowie, MD 20718-0574  
888-262-0274

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**Notes:**

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## CHILD DEVELOPMENT PUBLICATIONS

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**Name:** Child Development Publications

**Sponsor:** Iowa State University Extension

**Description:** This Web site contains publications by Iowa State University Extension on infants, toddlers, preschoolers, parenting, maternal and child health, and youth health. The full-text *Children, Youth, and Family Trendletter* is also included. Information on ordering print copies of the publications is provided. Adobe Acrobat Reader software is required to view the publications on this site, but information on downloading and using a free copy of this software is provided.

**Type of  
Sponsor:** University

**Address:** <http://www.exnet.iastate.edu/Pages/pubs/ChiDev.html>

**Contact:** xlmarm@exnet.iastate.edu

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**Notes:**

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## CHILD & FAMILY CANADA

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**Name:** Child & Family Canada

**Sponsor:** Canadian Child Care Federation

**Description:** Child & Family Canada is committed to the health and well-being of children and their families. In the section "Information by Theme," full-text articles are provided on the following topics: child care, child development, parenting, health, safety, literacy, nutrition, physical activities, play, family life, adolescence, learning activities, social issues, media influences, and special needs. Links to the organizations contributing the articles are provided. Information is available in English and French.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.cfc-efc.ca/>

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**Notes:**

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## CHILDREN NOW

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**Name:** Children Now

**Sponsor:** Children Now

**Description:** Children Now is a nonprofit, nonpartisan organization that works for America's children by producing reports on the status of children and developing tools for local leaders and families to use to make children a priority. The site features: (1) information on community involvement; (2) full-text publications, including action guides, policy reports, information on media and children, and data resources; and (3) links to other Web sites on a variety of topics (education, safety, media, economic security, statistics on children, and health).

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.childrennow.org/>

**Contact:** [children@childrennow.org](mailto:children@childrennow.org)

**Postal  
Address:** Children Now  
1212 Broadway, 5th Floor  
Oakland, CA 94612  
510-763-2444  
510-763-1974

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**Notes:**

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## CHILDREN'S BOOK COUNCIL

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**Name:** CBC Online

**Sponsor:** Children's Book Council (CBC)

**Description:** The Children's Book Council is a nonprofit trade organization that has been dedicated to encouraging literacy and the use and enjoyment of children's books since 1945. Council membership is traditionally composed of U.S. children's trade book publishers, and since 1996 has also included children's book packagers and producers of book-related multimedia products for children. This Web page, directed at teachers and librarians, offers numerous resources about children's literature, including book lists, reading activities, information about authors and illustrators, activities related to National Children's Book Week, and news and events in children's literature.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.cbcbooks.org/navigation/teaindex.htm>

**Contact:** [staff@cbcbooks.org](mailto:staff@cbcbooks.org)

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**Notes:**

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## CHILDREN'S DEFENSE FUND

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**Name:** Children's Defense Fund (CDF)

**Sponsor:** Children's Defense Fund

**Description:** The Children's Defense Fund provides a strong voice for America's children, who cannot vote, lobby, or speak out for themselves. Focusing on the needs of poor, minority, and disabled children, CDF seeks to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. The site includes information on the Black Community Crusade for Children and Stand for Children, full-text news and reports, information about CDF publications and products, and statistics on the status of children today.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.childrensdefense.org/>

**Contact:** [cdinfo@childrensdefense.org](mailto:cdinfo@childrensdefense.org)

**Postal  
Address:** Children's Defense Fund  
25 E Street NW  
Washington, DC 20001  
202-628-8787

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**Notes:**

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## CHILDREN'S LITERATURE NEWSLETTER

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**Name:** Children's Literature Newsletter

**Sponsor:** ParentsPlace.com

**Description:** Written for adults, this online newsletter contains descriptions and reviews of fiction and nonfiction books for children of all ages. Also included are reviews of electronic books and multimedia items, lists of award-winning books, and special bibliographies of books on timely topics.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.parentsplace.com/readroom/childnew/index.html>

**Contact:** [childrenslit@parentsplace.com](mailto:childrenslit@parentsplace.com)

**Postal  
Address:** Children's Literature  
7513 Shadywood Road  
Bethesda, MD 20817  
800-469-2070  
301-469-2071 (Fax)

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## THE CHILDREN'S LITERATURE WEB GUIDE

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**Name:** The Children's Literature Web Guide

**Sponsor:** David K. Brown, Librarian, University of Calgary

**Description:** This site provides links to Internet resources related to children's literature. It is divided into headings such as children's book awards, movies and television shows based on children's books, and children's book publishers. In addition, it has lists of literature resources geared to teachers, parents, and storytellers. Finally, this site contains information about many of the authors, which can be included in lessons.

**Type of Sponsor:** Individual

**Address:** <http://www.ucalgary.ca/~dkbrown/index.html>

**Contact:** David K. Brown (dkbrown@acs.ucalgary.ca)

**Postal Address:** The Children's Literature Web Guide  
Doucette Library of Teaching Resources  
University of Calgary  
Calgary, Alberta T2N 1N4  
403-220-6295

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**Notes:**

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## CHILDREN'S NUTRITION RESEARCH CENTER

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**Name:** Children's Nutrition Research Center

**Sponsor:** U.S. Department of Agriculture/Agriculture Research Service, Baylor College of Medicine

**Description:** The Children's Nutrition Research Center is one of six human nutrition research centers and is dedicated to defining the nutrient needs of healthy children, conception through adolescence, as well as of pregnant and nursing women. Features of the site include the full-text *Nutrition and Your Child* newsletter and a bibliography of research reports.

**Type of Sponsor:** Government, University

**Address:** <http://www.bcm.tmc.edu/cnrc/>

**Contact:** [cnrc@bcm.tmc.edu](mailto:cnrc@bcm.tmc.edu)

**Postal Address:** Nutrition Information Service  
Children's Nutrition Research Center  
1100 Bates Street  
Houston, TX 77030

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## THE CHILDREN'S PARTNERSHIP

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**Name:** The Children's Partnership

**Sponsor:** The Children's Partnership

**Description:** The Children's Partnership is a national, nonpartisan organization that provides information about the needs of America's children and promotes ways to engage all Americans to the benefit of children. The Partnership undertakes research and policy analysis, publishes reports and multimedia materials, and builds alliances among parents, policy makers, and the private sector to achieve gains for children. The site has two primary areas: (1) "Resources," including the full text of "Parent's Guide to the Information Superhighway," "America's Children and the Information Superhighway," "The Next Generation Report," and "Health Coverage and Children"; and (2) "Information," including features on special topics and ways to get involved.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.childrenspartnership.org/>

**Contact:** [frontdoor@childrenspartnership.org](mailto:frontdoor@childrenspartnership.org)

**Postal  
Address:** The Children's Partnership  
1351 3rd Street Promenade  
Santa Monica, CA 90401  
310-260-1220  
310-260-1921 (Fax)

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**Notes:**

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## CHILDREN'S SAFETY NETWORK

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**Name:** Children's Safety Network (CSN): National Injury and Violence Prevention Resource Center

**Sponsor:** Education Development Center, Inc. (EDC)

**Description:** The Children's Safety Network: National Injury and Violence Prevention Resource Center provides resources and technical assistance to maternal and child health agencies and other organizations seeking to reduce unintentional injuries and violence to children and adolescents. The site offers full-text publications and resources produced by CSN and other EDC injury prevention specialists, along with links to related sites.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.edc.org/HHD/csn/index.html>

**Contact:** [csn@edc.org](mailto:csn@edc.org)

**Postal Address:** Children's Safety Network: National Injury and Violence Prevention Resource Center  
Education Development Center  
55 Chapel Street  
Newton, MA 02158-1060  
617-969-7101 ext. 2207  
617-244-3436 (Fax)

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## CHILDREN'S SOFTWARE REVUE

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**Name:** Children's Software Revue

**Sponsor:** Children's Software Revue

**Description:** The Children's Software Revue site is a companion to the print publication designed to help parents and teachers find and evaluate children's software. The site includes software news, subscription information for and excerpts from the print publication, and a software database that is searchable by title, company, grade level (including preschool and kindergarten), computer platform, and keyword.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.childrenssoftware.com/>

**Postal  
Address:** Children's Software Revue  
44 Main Street  
Flemington, NJ 08822  
908-284-0404  
908-284-0405 (Fax)

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## CHILDREN'S TELEVISION WORKSHOP

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**Name:** Children's Television Workshop

**Sponsor:** Children's Television Workshop

**Description:** This site offers information for parents and educators as well as children. The site features full-text articles from *Sesame Street Parents*, a newsletter that provides articles on preschoolers' physical, intellectual, and emotional development. In addition, news, consumer information, and stories to inform, entertain, and empower caregivers are available. Finally, activities for children are featured as well.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.ctw.org/index.htm>

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**Notes:**

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## CHILDREN, STRESS, AND NATURAL DISASTERS

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**Name:** Children, Stress, and Natural Disasters

**Sponsor:** Cooperative Extension Service of the University of Illinois at Urbana-Champaign

**Description:** This section of a Web site on disaster preparedness and recovery contains resources for teachers and other child care or youth workers that help prepare them for working with children who have been through a disaster. The resources include: (1) "Guide for Teachers," which describes what children might experience during and after a disaster and what teachers can do to help students during the recovery period; the items under this section relate to all educational levels generally; (2) "School Activities for Teachers," which provides suggestions for activities that teachers can use in their classrooms after a disaster, curriculum guides on disaster-related topics, a bibliography of children's literature on floods and natural disasters, and a list of resource materials available from the American Red Cross for little or no cost. The activities and curriculum guides are related to specific educational levels, including preschool and early elementary grades.

**Type of Sponsor:** University

**Address:** <http://www.ag.uiuc.edu/~disaster/teacher.html>

**Contact:** Aaron T. Ebata, Ph.D. (EbataA@idea.ag.uiuc.edu)

**Postal Address:** University of Illinois at Urbana-Champaign  
905 S. Goodwin Avenue  
Urbana, IL 61801  
217-333-2912  
217-333-9061 (Fax)

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## CHILDREN, YOUTH AND FAMILY CONSORTIUM

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**Name:** Children, Youth and Family Consortium Electronic Clearinghouse

**Sponsor:** University of Minnesota

**Description:** This site provides full-text materials related to the health, education, and welfare of children, youth, and families. The "Young Children" section, accessed through the table of contents, contains information on public policy; research and statistics, including the 1996 and 1997 *Kids Count* publications for Minnesota; newsletters and other publications on child care and training; and links to related resources on the Web.

**Type of Sponsor:** University

**Address:** <http://www.cyfc.umn.edu/>

**Contact:** Lori Bock (cyfcec@maroon.tc.umn.edu)

**Postal Address:** The Children, Youth and Family Consortium  
201 Coffey Hall  
1985 Buford Avenue  
University of Minnesota  
St. Paul, MN 55108

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**Notes:**

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## A CHILD'S DEVELOPMENT CALENDAR

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**Name:** A Child's Development Calendar

**Sponsor:** Vermont National Education Association (NEA)

**Description:** This site, created by the Vermont NEA, offers games, book titles, and ideas to help adults share in children's playing and learning through the preschool years. Age ranges covered by the site are: (1) "The Observer" (birth to 6 months); (2) "The Toucher" (6-12 months); (3) "The Mover" (pre-toddler, 10-20 months); (4) "The Builder" (toddler, 17-26 months); (5) "The Super Helper" (mature toddler, 23-32 months); (6) "The Butterfly" (talker, 28-38 months); (7) "The Questioner" (child, 35-46 months); (8) "The Expert" (young preschooler, 44-50 months); and (9) "The Preschooler" (48-62 months).

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.vtnea.org/vtnea14.htm>

**Contact:** [webmaster@vtnea.org](mailto:webmaster@vtnea.org)

**Postal  
Address:** Vermont-NEA  
10 Wheelock Street  
Montpelier, Vermont 05602-3737  
802-223-6375  
802-223-1253 (Fax)

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**Notes:**

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## CHILD TRENDS, INC.

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**Name:** Child Trends, Inc.

**Sponsor:** Child Trends, Inc.

**Description:** Child Trends, Inc. is a nonprofit, nonpartisan research organization dedicated to studying children, youth, and families through research, data collection, and data analyses. Child Trends was established in 1979 and focuses its research and data analysis efforts on: teenage pregnancy and childbearing; the effects of welfare and poverty on children; and issues related to parenting, family structure, and family processes, including fatherhood and male fertility. This site describes the organization and offers full-text versions of many of its documents.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.childtrends.org/index.htm>

**Contact:** [webmaster@childtrends.org](mailto:webmaster@childtrends.org)

**Postal  
Address:** Child Trends, Inc.  
4301 Connecticut Avenue NW  
Washington, DC 20008  
202-362-5580  
202-362-5533 (Fax)

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**Notes:**

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## CHILD WELFARE LEAGUE OF AMERICA

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**Name:** Child Welfare League of America

**Sponsor:** Child Welfare League of America

**Description:** The Child Welfare League of America is the nation's oldest and largest organization devoted entirely to the well-being of America's vulnerable children and their families. This site provides information about the organization and its efforts and an online catalog of its publications.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.cwla.org/>

**Contact:** [webweaver@cwla.org](mailto:webweaver@cwla.org)

**Postal  
Address:** Child Welfare League of America  
440 First Street NW, 3rd Floor  
Washington, DC 20001-2085  
202-638-2952  
202-638-4004 (Fax)

6/98

**Notes:**

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## CLAS EARLY CHILDHOOD RESEARCH INSTITUTE

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**Name:** CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute

**Sponsor:** Office of Special Education Programs, U.S. Department of Education

**Description:** The CLAS Early Childhood Research Institute is a federally funded collaborative effort of universities and national organizations. CLAS identifies, evaluates, and promotes effective and appropriate early intervention and preschool practices that are sensitive to culturally and linguistically diverse children and families. This site describes the work of the Institute, provides information on how to submit materials for review, provides bibliographies and links on related subjects, and will begin to add to the site materials reviewed for cultural and linguistic appropriateness in late 1998.

**Type of Sponsor:** Government

**Address:** <http://clas.uiuc.edu/>

**Contact:** Webmaster (clas.ericps.crc.uiuc.edu)

**Postal Address:** CLAS/ECRI  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7498

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**Notes:**

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## CLASSROOM CONNECT

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**Name:** Classroom Connect

**Sponsor:** Wentworth Publications

**Description:** This complementary site to *Classroom Connect*, a print publication that helps educators bring Internet and electronic resources into the K-12 classroom, includes the full text of sample articles, links to Internet sites of interest to K-12 educators and students, and its own search engine for educational resources on the Internet.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.classroom.net/>

**Contact:** Aaron Brown (abrown@classroom.com)  
Webmaster (webmaster@classroom.net)

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**Notes:**

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## COLORADO PARENT INFORMATION AND RESOURCE CENTER

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**Name:** Colorado Parent Information and Resource Center (CPIRC)

**Sponsor:** Colorado Parent Information and Resource Center

**Description:** The Colorado Parent Information and Resource Center was created to help families and schools work better together to ensure children succeed in school. CPIRC is a network of statewide organizations and six community agencies representing urban and rural communities. This site contains: (1) links to full-text information for parents on how to be effectively involved in child health, development, and education; (2) links to tips for educators on how to include parents in their classrooms; (3) training resources; (4) links to research reports on parent involvement; (5) parent interviews; (6) a calendar of events; and (7) links to related sites. Some resources are provided in Spanish and French.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.cpirc.org/>

**Contact:** [hn4804@handsnet.org](mailto:hn4804@handsnet.org)

**Postal Address:** Colorado Parent Information and Resource Center  
Center for Human Investment Policy  
1445 Market Street, Suite 350  
Denver, CO 80202  
303-820-5632  
303-820-5656 (Fax)

5/98

**Notes:**

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## COMMITTEE FOR CHILDREN

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**Name:** Committee for Children

**Sponsor:** Committee for Children

**Description:** The Committee for Children is a national, nonprofit agency whose mission is to promote the safety, well-being, and social development of children by creating high-quality educational programs on prevention of youth violence and child abuse for educators, families, and communities. In addition to developing curricula, parent education, and video programs, the Committee for Children offers training and program support to educators, as well as program evaluation of certain curricula. The Web site offers descriptions of these programs as well as ordering information and a calendar of training sessions.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.cfchildren.org/>

**Postal  
Address:** Committee for Children  
2203 Airport Way South, Suite 500  
Seattle, WA 98134-2027  
800-634-4449  
206-343-1223 (in Seattle)  
206-343-1445 (Fax)

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**Notes:**

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127

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## COMMUNITY UPDATE

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**Name:** Community Update

**Sponsor:** U.S. Department of Education

**Description:** This online newsletter reaches over 265,000 parents, educators, and other citizens involved in school improvement efforts across the country. Featuring "best practices" and model programs from around the nation, *Community Update* focuses on how communities can learn from each other as they improve their schools.

**Type of  
Sponsor:** Government

**Address:** <http://www.ed.gov/G2K/community/>

**Contact:** CustomerService@inet.ed.gov

**Postal  
Address:** U.S. Department of Education  
600 Independence Avenue SW  
Washington, DC 20202-0498  
800-USA-LEARN

6/98

**Notes:**

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## CONSORTIUM FOR SCHOOL NETWORKING

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**Name:** Consortium for School Networking (CoSN)

**Sponsor:** Consortium for School Networking

**Description:** The Consortium is a nonprofit organization formed to promote telecommunications use in K-12 education. This site is divided into several sections, one of which contains information about educational policy and recent legislation. The site also contains membership information, a conference calendar, links to an online discussion group, and the *CoSNotes* newsletter.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://cosn.org/>

**Contact:** [membership@cosn.org](mailto:membership@cosn.org)

**Postal Address:** Consortium for School Networking  
1555 Connecticut Avenue NW, Suite 200  
Washington, DC 20036  
202-466-6296 ext. 15  
202-462-9043 (Fax)

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**Notes:**

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## COOKING WITH YOUNG CHILDREN

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**Name:** Cooking with Young Children

**Sponsor:** Marianne E. Dambra

**Description:** This Web site encourages early childhood educators to cook with young children. It provides recipes for cooking experiences that require no heat, recipes to use for creating things (such as play doughs), recipes for summer fun, and others.

**Type of  
Sponsor:** Individual

**Address:** <http://members.aol.com/Sgrmagnlia/index.html>

**Contact:** Marianne E. Dambra ([sgrmagnlia@aol.com](mailto:sgrmagnlia@aol.com))

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**Notes:**

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## COUNCIL FOR EXCEPTIONAL CHILDREN

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**Name:** The Council for Exceptional Children (CEC)

**Sponsor:** The Council for Exceptional Children

**Description:** The Council for Exceptional Children is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. The Web page describes the CEC and its various efforts, including a catalog of its publications.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.cec.sped.org/home.htm>

**Contact:** [service@cec.sped.org](mailto:service@cec.sped.org)

**Postal  
Address:** Council for Exceptional Children  
1920 Association Drive  
Reston, VA 20191-1589  
888-CEC-SPED  
703-264-9446 (TTY)

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**Notes:**

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## CYBERBEE

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**Name:** Cyberbee

**Sponsor:** Linda C. Joseph

**Description:** Based on Linda Joseph's column in *MultiMedia Schools*, this Web site includes a link to the *MultiMedia Schools'* Web site as well as information on citing electronic sources, notes from her conference presentations, a copyright workshop, curriculum ideas, links and full-text articles on children's safety and the Internet, information on constructing a home page and evaluating Web sites, "Webweaver"—an annotated description of sites that may be of interest to teachers and library media specialists looking for Internet content to be incorporated into the classroom curriculum, and handouts for use with workshops.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.cyberbee.com/>

**Contact:** Linda C. Joseph  
614-365-5278 (Work)  
ljoseph@iwaynet.net  
ljoseph@freenet.columbus.oh.us

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**Notes:**

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## CYFERNET

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**Name:** CYFERNet

**Sponsor:** Cooperative Extension System (USDA); National Agricultural Library (USDA); Children, Youth and Family Consortium (University of Minnesota)

**Description:** An Internet-based children, youth, and family information service maintained by the Cooperative Extension System, CYFERNet provides electronic resources in six areas: (1) health, (2) child care, (3) building organizational cooperation, (4) promoting family strength, (5) science and technology programs, and (6) strengthening community-based programs. Information currently available includes curricula abstracts for children, youth, parents, and families; descriptions of successful programs; practical information on child and youth development; parenting and family information; research reports; statistics and demographics; funding resources; evaluation tools; professional development training information; bibliographies; links to other children, youth, and family Internet-based resources; and online activities for children and youth.

**Type of Sponsor:** Government, University

**Address:** <http://www.cyfernet.org/>

**Contact:** Trudy Dunham (cyf@reeusda.gov)

**Postal Address:** CYFERNet Coordinating Team  
Minnesota Extension Service  
340 Coffey Hall  
1420 Eckles Avenue  
University of Minnesota  
St. Paul, MN 55108  
612-624-2247

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**Notes:**

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## DEVELOPING EDUCATIONAL STANDARDS

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**Name:** Developing Educational Standards

**Sponsor:** Putnam Valley Central Schools

**Description:** Developing Educational Standards is an annotated list of Internet sites containing K-12 educational standards and curriculum frameworks documents, maintained by Charles Hill and the Putnam Valley Schools in New York. Sites with standards are grouped by state and subject area. Links to various related organizational pages are also provided.

**Type of  
Sponsor:** School

**Address:** <http://www.putwest.boces.org/standards.html>

**Contact:** Charles Hill ([chill@putwest.boces.org](mailto:chill@putwest.boces.org))

**Postal  
Address:** Putnam Valley Central Schools  
171 Oscawana Lake Road  
Putnam Valley, NY 10579

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**Notes:**

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## DR. TOY

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**Name:** Dr. Toy

**Sponsor:** Dr. Stevanne Auerbach

**Description:** This site provides listings of specific age-appropriate toys, books, videos, CDs, and other children's products. In addition, Dr. Stevanne Auerbach (Dr. Toy) provides advice on selecting children's toys, along with information on companies producing children's products.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.drtoy.com/drtoy/index.html>

**Contact:** drtoy@drtoy.com

**Postal  
Address:** Dr. Stevanne Auerbach (Dr. Toy)  
268 Bush Street  
San Francisco, CA 94104  
800-551-8697  
510-540-0171 (Fax)

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**Notes:**

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## EARLY CHILDHOOD.COM

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**Name:** Early Childhood.Com

**Sponsor:** Discount School Supply

**Description:** A source of information for those who share an interest in improving the education and general life experience of young children, this site contains full-text articles and resources on topics in early childhood education, ideas for creative projects and arts and crafts, and a forum for sharing ideas and questions with the early childhood education community.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.earlychildhood.com/>

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**Notes:**

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## EARLY CHILDHOOD EDUCATION ON LINE

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**Name:** Early Childhood Education On Line

**Sponsor:** University of Maine at Orono

**Description:** Early Childhood Education On Line is a hub site of links on early childhood education. It is divided into the following sections: children and developmental guidelines, diversity, observation and assessment, curriculum and environments, issues in EC settings, advocacy for children, professional development, and ECE on the Net.

**Type of  
Sponsor:** University

**Address:** <http://www.ume.maine.edu/~cofed/eceol/website.html>

**Contact:** James Chiavacci (jim\_chiavacci@voyager.umeres.maine.edu)

**Postal  
Address:** James Chiavacci  
5766 Shibles Hall  
University of Maine  
Orono, ME 04469-5766  
207-581-2478

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**Notes:**

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## EARLY CHILDHOOD EDUCATORS' AND FAMILY WEB CORNER

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**Name:** Early Childhood Educators' and Family Web Corner

**Sponsor:** Beth Conant

**Description:** This site contains links to full-text information on developmentally appropriate practice, full-text articles and resources of interest to early childhood educators, links to family pages, links to teacher pages, and general information about the Internet.

**Type of Sponsor:** Individual

**Address:** <http://www.nauticom.net/www/cokids/index.html>

**Contact:** Beth Conant (cokids@nauticom.net)  
800-446-5607 ext. 223 (in PA)  
412-443-7821 ext. 223 (outside PA)

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**Notes:**

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## EARLY CHILDHOOD NEWS

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**Name:** Early Childhood News: The Journal of Professional Development

**Sponsor:** Peter Li Education Group

**Description:** *Early Childhood News* is a 50+ page, full-color magazine published six times per year by the Peter Li Education Group, with a total readership of over 250,000. Each issue of *Early Childhood News* features articles for professionals who work with young children from birth to age 6. Topics include child development, health and safety, curricula, guidance, art and music, nutrition, play, self-esteem, professional development, and others. This site provides several sample articles from the magazine and author submission and subscription information.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.earlychildhoodnews.com/>

**Contact:** Megan Shaw, editor (ecneditor@aol.com)

**Postal  
Address:** Early Childhood News  
330 Progress Road  
Dayton, OH 45449  
800-543-4383 ext. 121 (subscriptions)  
937-847-5900 ext. 142 (editorial)  
937-847-5910 (Fax)

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**Notes:**

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## EARLY CHILDHOOD RESEARCH INSTITUTE ON INCLUSION

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**Name:** Early Childhood Research Institute on Inclusion (ECRII)

**Sponsor:** Office of Special Education Programs, U.S. Department of Education

**Description:** The Early Childhood Research Institute on Inclusion is a 5-year national research project to study the inclusion of preschool children with disabilities in typical preschool, day care, and community settings. The Institute seeks to identify barriers at multiple systems levels, design strategies for overcoming such barriers, and examine the effects of such strategies. This Web site describes the Institute's research and publications (some can be viewed full-text using Adobe Acrobat Reader software), and provides links to related sites.

**Type of Sponsor:** Government

**Address:** <http://www.inform.umd.edu/EdRes/Colleges/EDUC/Depts/ecrii/index.html>

**Contact:** Webmaster (smli@wam.umd.edu)

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**Notes:**

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## EISENHOWER NATIONAL CLEARINGHOUSE

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**Name:** Eisenhower National Clearinghouse for Mathematics and Science Education

**Sponsor:** The Ohio State University; U.S. Department of Education, Office of Educational Research and Improvement

**Description:** This site supports the national goals to improve teaching and learning in mathematics and science by providing better access to resources for everyone interested in creating effective learning environments. The site contains full-text articles, a listing of all federally sponsored K-12 mathematics programs, a listing of state and national standards, and the "Professional Development Exchange"—a searchable database with information related to mathematics and science education.

**Type of Sponsor:** University, Government

**Address:** <http://www.enc.org/>

**Contact:** web@enc.org  
800-621-5785  
614-292-7784  
614-292-2066 (Fax)

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## EMPOWERING PEOPLE

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**Name:** Empowering People

**Sponsor:** Empowering People

**Description:** Empowering People is dedicated to helping parents and educators foster various skills in young people through resources and workshops. The site includes full-text articles for parents and teachers on many topics, guidelines from *Positive Discipline* and *Raising Self-Reliant Children in a Self-Indulgent World*, excerpts from various products and resources, information on workshops and lectures, and the ability to ask parenting questions of Dr. Jane Nelsen. Empowering People offers a free subscription to its newsletter and catalog. Links to other related sites are provided as well.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.empoweringpeople.com/index.html>

**Contact:** [brad@empoweringpeople.com](mailto:brad@empoweringpeople.com)

**Postal  
Address:** Empowering People Books, Tapes, & Audios  
P.O. Box 1926  
Orem, UT 84059-1926  
800-456-7770

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**Notes:**

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## E-RATE HOTLINE

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**Name:** E-Rate Hotline

**Sponsor:** Education and Library Networks Coalition

**Description:** This Web site provides answers to questions about the "E-Rate," the education rate at which schools and libraries may receive discounted costs for telecommunications services such as Internet access.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.eratehotline.org/>

**Contact:** 800-733-6860

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**Notes:**

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## ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION

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**Name:** ERIC Clearinghouse on Assessment and Evaluation

**Sponsor:** University of Maryland; U.S. Department of Education, Office of Educational Research and Improvement

**Description:** This ERIC Clearinghouse site is for those interested in assessment issues. It contains a guide to assessment information on the Internet and links to other ERIC sites. Also included are the "Test Locator" database and the "ETS Test Collection," basic sources for finding survey instruments and information on and descriptions of tests; a full-text library; publications; and assessment FAQs. There is a section devoted to early childhood education.

**Type of Sponsor:** University, Government

**Address:** <http://ericae.net/>

**Contact:** [feedback@ericae.net](mailto:feedback@ericae.net)

**Postal Address:** ERIC Clearinghouse on Assessment and Evaluation  
1129 Shriver Laboratory  
College of Library and Information Services  
University of Maryland, College Park  
College Park, MD 20742  
800-464-3742 (800-Go4ERIC)  
301-405-7449

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## ERIC CLEARINGHOUSE ON ELEMENTARY AND EARLY CHILDHOOD EDUCATION

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**Name:** ERIC Clearinghouse on Elementary and Early Childhood Education  
(ERIC/EECE)

**Sponsor:** University of Illinois at Urbana-Champaign; U.S. Department of Education,  
Office of Educational Research and Improvement

**Description:** ERIC/EECE offers full-text information for early childhood educators and individuals interested in child care and child development and early learning. Included are the full texts of some of ERIC/EECE's major publications (excerpts are available from others); all ERIC/EECE Digests, arranged by year and searchable by a keyword in the title; sections on Reggio Emilia and the project approach; information on ERIC/EECE's listservs and AskERIC question-answering service; and the National Parent Information Network (see separate entry). Also included are links to several sites where the ERIC database can be searched and links to other education sites.

**Type of  
Sponsor:** University, Government

**Address:** <http://ericeece.org/>

**Contact:** ERIC/EECE Webmaster (eeceweb@ericps.crc.uiuc.edu)

**Postal  
Address:** ERIC Clearinghouse on Elementary and Early Childhood Education  
University of Illinois at Urbana-Champaign  
Children's Research Center, 51 Gerty Drive  
Champaign, IL 61801-7469  
217-333-1386  
800-583-4135  
217-333-3767 (Fax)

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**Notes:**

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## ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

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**Name:** ERIC Clearinghouse on Rural Education and Small Schools

**Sponsor:** Appalachia Educational Laboratory; U.S. Department of Education, Office of Educational Research and Improvement

**Description:** This site describes this ERIC Clearinghouse's products and services. The site features resource links, the full text of ERIC Digests, information on obtaining publications, and organizational directories and a conference calendar for a variety of topics including outdoor education, migrant education, Mexican Americans, American Indians and Alaskan Natives, rural education, and small schools.

**Type of Sponsor:** Government

**Address:** <http://www.ael.org/eric/>

**Contact:** [aelinfo@ael.org](mailto:aelinfo@ael.org)

**Postal Address:** Rural Education and Small Schools  
Appalachia Educational Laboratory, Inc.  
P.O. Box 1348, 1031 Quarrier Street  
Charleston, WV 25325-1348  
304-347-0400  
800-624-9120  
304-347-0448 (TDD)  
304-347-0487 (Fax)

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**Notes:**

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## ERIC CLEARINGHOUSE ON SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

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**Name:** ERIC Clearinghouse on Science, Mathematics, and Environmental Education (ERIC/CSMEE)

**Sponsor:** Ohio State University; U.S. Department of Education, Office of Educational Research and Improvement

**Description:** This ERIC Clearinghouse offers information that supports science, mathematics, and environmental education. For each of the three areas, the site provides lesson plans, full-text ERIC Digests and other publications, links to related Web sites, and lists of organizations and journals indexed by ERIC. Within the "Lessons" section are some lesson plans targeted at early childhood students.

**Type of  
Sponsor:** University, Government

**Address:** <http://www.ericse.org/>

**Contact:** ericse@osu.edu

**Postal  
Address:** ERIC Clearinghouse on Science, Mathematics,  
and Environmental Education  
Ohio State University  
1929 Kenny Road  
Columbus, OH 43210-1080  
614-292-6717  
800-276-0462  
614-292-0263 (Fax)

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## ERIC CLEARINGHOUSE ON URBAN EDUCATION

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**Name:** Urban Education Web

**Sponsor:** ERIC Clearinghouse on Urban Education (ERIC/CUE), Columbia University;  
U.S. Department of Education, Office of Educational Research and  
Improvement

**Description:** This ERIC Clearinghouse site contains full-text manuals, brief articles,  
annotated bibliographies, reviews and summaries of outstanding publications,  
and conference announcements in urban education. The "Publications" section  
contains the full text of papers from the "Urban Diversity Series," "Trends and  
Issues Series," ERIC Digests, Information Alerts, Parent Guides, and  
Bibliographies and Directories. The section on "Urban and Minority Families,"  
which is part of the National Parent Information Network, contains several full-  
text publications, many concerning parent involvement. The site also includes  
links to other urban education resources on the Web. A search of the site using  
"early childhood education" brings up numerous resources.

**Type of  
Sponsor:** University, Government

**Address:** <http://eric-web.tc.columbia.edu/>

**Contact:** eric-cue@columbia.edu

**Postal  
Address:** ERIC Clearinghouse on Urban Education  
Institute for Urban and Minority Education  
Box 40 Teachers College, Columbia University  
New York, NY 10027  
212-678-3433  
800-601-4868  
212-678-4012 (Fax)

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## EXPLORATORIUM

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**Name:** Exploratorium ExploraNet

**Sponsor:** Exploratorium, San Francisco, California

**Description:** The Exploratorium is a museum of science, art, and human perception located in the Palace of Fine Arts in the Marina district of San Francisco. This site contains several science-related Internet resources, such as an astronomy exhibit, along with ordering information for its publications, including books for teachers, charts and posters, and *Exploring*, the Exploratorium's quarterly magazine (an online, full-text article from the magazine is available). The site also provides descriptions of the museum's programs.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.exploratorium.edu/>

**Contact:** Ron Hipschman (ronh@exploratorium.edu)

**Postal  
Address:** The Exploratorium  
3601 Lyon Street  
San Francisco, CA 94123  
415-563-7337  
415-561-0307 (Fax)

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**Notes:**

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## FACTS FOR FAMILIES

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**Name:** Facts for Families

**Sponsor:** American Academy of Child and Adolescent Psychiatry

**Description:** "Facts for Families" is a series of full-text information sheets which provide information about psychiatric conditions affecting children and adolescents. Topics include the depressed child, teen suicide, stepfamily problems, and sexual abuse. The fact sheets are available in English, Spanish, and French.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.aacap.org/web/aacap/factsFam/>

**Postal Address:** American Academy of Child and Adolescent Psychiatry  
Attn.: Public Information  
P.O. Box 96106  
Washington, DC 20090-6106

6/98

**Notes:**

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## FAMILY VILLAGE

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**Name:** Family Village

**Sponsor:** University of Wisconsin-Madison; Joseph P. Kennedy, Jr. Foundation;  
Mitsubishi Electric America Foundation

**Description:** Family Village is a global community that integrates information, resources, and communication opportunities on the Internet for persons with mental retardation and other disabilities, their families, and those that provide them with services and supports. This Web page divides Family Village's various resources into town-like areas, such as the "library" (full-text informational articles on disabilities), "coffee shop" (guidance on linking with other individuals), and "hospital" (full-text treatment-related information).

**Type of Sponsor:** University, Nonprofit organization

**Address:** <http://www.familyvillage.wisc.edu/>

**Contact:** rowley@waisman.wisc.edu

**Postal Address:** The Family Village  
Waisman Center  
University of Wisconsin-Madison  
1500 Highland Avenue  
Madison, WI 53705-2280  
608-263-5973  
608-263-0802 (TDD)  
608-263-0529 (Fax)

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Notes:

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## FEDERAL RESOURCES FOR EDUCATIONAL EXCELLENCE

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**Name:** Federal Resources for Educational Excellence (FREE)

**Sponsor:** U.S. Department of Education

**Description:** This site provides access to hundreds of Internet-based education resources supported by agencies across the U.S. federal government. Users can search the resources by a keyword or see them listed by subjects such as art, physical education, foreign languages, and mathematics.

**Type of Sponsor:** Government

**Address:** <http://www.ed.gov/free/>

**Contact:** FREE@ed.gov

**Postal Address:** FREE  
U.S. Department of Education  
Office of the Deputy Secretary  
600 Independence Avenue SW, Room 6223  
Washington, DC 20202

6/98

**Notes:**

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## FOOD AND NUTRITION INFORMATION CENTER

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**Name:** Food and Nutrition Information Center

**Sponsor:** U.S. Department of Agriculture

**Description:** This Web site contains numerous resources on food and nutrition (some full-text), including information on healthy school meals, the healthy eating index, a database on food safety, and an extensive index of food and nutrition Internet resources.

**Type of Sponsor:** Government

**Address:** <http://www.nal.usda.gov/fnic/>

**Contact:** [fnic@nal.usda.gov](mailto:fnic@nal.usda.gov)

**Postal Address:** Agricultural Research Service, USDA  
National Agricultural Library, Room 304  
10301 Baltimore Avenue  
Beltsville, MD 20705-2351  
301-504-5719  
301-504-6856 (TTY)  
301-504-6409 (Fax)

6/98

**Notes:**

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## FRANKLIN INSTITUTE SCIENCE MUSEUM

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**Name:** Franklin Institute Science Museum

**Sponsor:** Unisys Corporation; The National Science Foundation

**Description:** Providing easily accessible and up-to-date information for K-8 science educators, this site includes virtual exhibits, units of study, and a publications library with science education resources, activities, and an opportunity to "Ask an Expert" science-related questions. The Franklin Institute Science Museum is a member of the Science Learning Network.

**Type of Sponsor:** Commercial, Government

**Address:** <http://sln.fi.edu/>

**Contact:** [webteam@www.fi.edu](mailto:webteam@www.fi.edu)

**Postal Address:** Franklin Institute Science Museum  
222 N. 20th Street  
Philadelphia, PA 19103  
215-448-1200

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**Notes:**

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## FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER

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**Name:** Frank Porter Graham Child Development Center

**Sponsor:** University of North Carolina at Chapel Hill

**Description:** The Frank Porter Graham Child Development Center is a multidisciplinary center for the study of children and families, especially children at risk for developmental problems. The Center's mission is dedicated to enhancing the development of young children and supporting their families through research, public service, and teaching. The Web site describes the ongoing projects that the Center is involved with and offers several full-text publications.

**Type of  
Sponsor:** University, Government

**Address:** <http://www.fpg.unc.edu/>

**Contact:** [webmaster@mail.fpg.unc.edu](mailto:webmaster@mail.fpg.unc.edu)

**Postal  
Address:** Frank Porter Graham Child Development Center  
105 Smith Level Road  
Chapel Hill, NC 27599  
919-966-2622

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**Notes:**

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## THE FUTURE OF CHILDREN

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**Name:** The Future of Children

**Sponsor:** The Center for the Future of Children, The David and Lucile Packard Foundation

**Description:** *The Future of Children* is a journal summarizing research and policy issues related to the well-being of children, with special emphasis on providing objective analysis and evaluation, translating existing knowledge into effective programs and policies, and promoting constructive institutional change. This Web site contains the full text of the journal's articles, which can be viewed with Adobe Acrobat Reader software (a free copy is available to download).

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.futureofchildren.org/>

**Contact:** [circulation@futureofchildren.org](mailto:circulation@futureofchildren.org)

6/98

**Notes:**

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## GAMES KIDS PLAY

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**Name:** Games Kids Play

**Sponsor:** Geof Gnieboer

**Description:** This site, whose purpose is to catalog children's games played through the years so that traditions are not lost, contains a descriptive list of several children's games. Examples include "red rover," "snap the whip," "marco polo," "mother may I," and "red light/green light." A list of over 250 games not yet described is also provided.

**Type of  
Sponsor:** Individual

**Address:** <http://www.corpcomm.net/~gnieboer/gamehome.htm>

**Contact:** Geof Nieboer (gnieboer@corpcomm.net)

6/98

**Notes:**

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## GATEWAY TO EDUCATIONAL MATERIALS

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**Name:** Gateway to Educational Materials (GEM)

**Sponsor:** ERIC Clearinghouse on Information and Technology; U.S. Department of Education, Office of Educational Research and Improvement

**Description:** The Gateway provides one-stop access to high-quality Internet lesson plans, curriculum units, and other education resources, currently linking to over 1,200 resources on 12 Internet sites. The materials are organized into a massive virtual card catalog for online educational resources. The Gateway's search engine allows users to locate educational materials in the virtual world in the same way they would in a traditional library—by subject, keyword, or title. GEM's searching tools also expand educators' searching capability to include searching by grade levels, special needs, and more. Users are provided with detailed abstracts of the resources to help them decide whether they want the material before linking to the site.

**Type of Sponsor:** University, Government

**Address:** <http://www.thegateway.org/>

**Contact:** Nancy Morgan, GEM Coordinator (nmorgan@ericir.syr.edu)

**Postal Address:** Gateway to Educational Materials  
ERIC Clearinghouse on Information and Technology  
4-194 Center for Science and Technology  
Syracuse University  
Syracuse, NY 13244-4100  
315-443-3640  
315-443-5448 (Fax)

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Notes:

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## GLOBAL SCHOOLNET FOUNDATION

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**Name:** Global SchoolNet Foundation (GSN)

**Sponsor:** Global SchoolNet Foundation

**Description:** The Global SchoolNet Foundation's mission is to "harness the power of the Internet" to provide ongoing opportunities to support learners both in and outside of the school environment. GSN offers a variety of free support services to learners and the "training wheels" needed to get started. GSN collaborates with individuals, schools, businesses, and community organizations to design, develop, and manage hundreds of collaborative learning projects each year. In addition, Microsoft's Global Schoolhouse recently joined the Global SchoolNet Foundation. This site describes GSN and offers resources for educators and students, including Internet educational projects.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.gsh.org/>

**Contact:** [helper@gsn.org](mailto:helper@gsn.org)

**Postal  
Address:** Global SchoolNet Foundation  
P.O. Box 243  
Bonita, CA 91908-0243  
619-475-4852  
619-472-0735 (Fax)

6/98

**Notes:**

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## GRYPHON HOUSE BOOKS

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**Name:** Gryphon House Books

**Sponsor:** Gryphon House Books, Inc.

**Description:** Gryphon House is a publisher of early childhood education books. The "Free Activities" section of this site is of particular interest. Many activities from Gryphon's various books have been placed online in such categories as infants and toddlers, science and math, language arts, art and creativity, circle time, and program and staff development.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.ghbooks.com/>

**Contact:** [justin@ghbooks.com](mailto:justin@ghbooks.com)

**Postal  
Address:** Gryphon House, Inc.  
P.O. Box 207  
Beltsville, MD 20704  
301-595-9500  
301-595-0051 (Fax)

6/98

**Notes:**

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## HARVARD FAMILY RESEARCH PROJECT

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**Name:** Harvard Family Research Project

**Sponsor:** Harvard University

**Description:** The Harvard Family Research Project conducts research on family support programs and policies and shapes their development. Research findings are published and disseminated to practitioners, policy makers, and educators. Publications available to order include: "Supporting Latino Families: Lessons from Exemplary Programs"; "Head Start as a Family Support Program"; "Raising Our Future: Families, Schools and Communities Joining Together"; and "Paths to School Readiness: An In-Depth Look at Three Early Childhood Programs."

**Type of  
Sponsor:** University

**Address:** <http://hugsel.harvard.edu/~hfrp/>

**Contact:** [hfrp@hugsel.harvard.edu](mailto:hfrp@hugsel.harvard.edu)

**Postal  
Address:** Harvard Family Research Project  
38 Concord Avenue  
Cambridge, MA 02138  
617-495-9108  
617-495-8594 (Fax)

4/98

**Notes:**

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## HEAD START BUREAU

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**Name:** Head Start Bureau

**Sponsor:** Administration on Children, Youth and Families, U.S. Department of Health and Human Services

**Description:** This Web site is directed to everyone that has an interest in the Head Start program. It is intended to improve access to resources and communications within the Head Start community. This Web site provides information on the Bureau's programs and current initiatives and events; provides a listing of contacts in the Training and Technical Assistance Regional Network; offers access for program participants to the National Head Start Bulletin Board System; provides a list of program grantees; offers access to its Resource Library, a list of links to sites where full-text information is available; provides a link to the Bureau's research and evaluation Web page; and answers frequently asked questions.

**Type of Sponsor:** Government

**Address:** <http://www.acf.dhhs.gov/programs/hsb/>

**Contact:** Webmaster (jimt@smdi.com)

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**Notes:**

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## HIGH/SCOPE

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**Name:** High/Scope Educational Research Foundation

**Sponsor:** High/Scope Educational Research Foundation

**Description:** High/Scope Foundation is an independent nonprofit research, development, training, and public advocacy organization founded in 1970. The Foundation's principal goals are to promote the learning and development of children worldwide from infancy through adolescence and to support and train educators and parents as they help children learn. In a High/Scope program, students learn through active involvement with people, materials, events, and ideas. The Web site features information about High/Scope's programs, curriculum approaches, research, services, training, and upcoming events and conferences. A catalog of publications is also available.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.highscope.org/>

**Contact:** [info@highscope.org](mailto:info@highscope.org)

**Postal  
Address:** High/Scope Foundation  
600 N. River Street  
Ypsilanti, MI 48198-2898  
734-485-2000  
734-485-0704 (Fax)

6/98

**Notes:**

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## I AM YOUR CHILD

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**Name:** I Am Your Child

**Sponsor:** I Am Your Child Campaign

**Description:** This Web site contains full-text information on child development from birth to age 3, including identification of key issues, brain facts, questions and expert advice, "ages and stages" information, and ideas for community action to improve the lives of young children.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.iamyourchild.org/>

**Postal  
Address:** I Am Your Child Campaign  
1010 Wisconsin Avenue NW, Suite 800  
Washington, DC 20007  
202-338-4385  
202-338-2334 (Fax)

6/98

**Notes:**

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## IDEA BOX

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**Name:** Idea Box: Early Childhood Education & Activity Resources

**Sponsor:** Global Computer Supplies

**Description:** This site is designed for teachers, parents, caregivers, home schoolers, and their children. It presents ideas and projects for use with young children in categories such as seasonal themes, recipes, music and songs, games, and crafts.

**Type of Sponsor:** Commercial

**Address:** <http://www.theideabox.com/>

**Contact:** [ideabox@worldvillage.com](mailto:ideabox@worldvillage.com)

6/98

**Notes:**

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## THE INCREDIBLE ART DEPARTMENT

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**Name:** The Incredible Art Department

**Sponsor:** Ken Rohrer

**Description:** This site includes an Art Room, a gallery of work submitted by students; *Art News*, a newsletter containing articles on art from newspapers across the country; art lessons teachers can use in their classrooms (there is an early childhood section); and links to art department home pages of elementary and high schools and colleges across the country. Teachers and students are invited to submit lessons and artwork.

**Type of  
Sponsor:** Individual

**Address:** <http://www.artswire.org/kenroar/>

**Contact:** Ken Rohrer (kenroar@scican.net)

**Postal  
Address:** Ken Rohrer  
115 Boring Place  
Martinsville, IN 46151  
765-349-0778

4/98

**Notes:**

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## INSTRUCTOR MAGAZINE

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**Name:** Instructor Magazine

**Sponsor:** Scholastic, Inc.

**Description:** The *Instructor Magazine* Web site, a complement to the print publication, includes several full-text articles in the sections "Curriculum Activities and Strategies" and "Managing Your Classroom," along with ready-to-use units for specific grade levels including K-1. Information on subscribing to the magazine and ordering publications and products from Scholastic is also provided.

**Type of  
Sponsor:** Commercial

**Address:** <http://scholastic.com/instructor/>

**Postal  
Address:** Scholastic Inc.  
555 Broadway  
New York, NY 10012-3999  
800-SCHOLASTIC (800-724-6527)

4/98

**Notes:**

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## INTERNATIONAL FOOD INFORMATION COUNCIL FOUNDATION

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**Name:** International Food Information Council Foundation

**Sponsor:** International Food Information Council

**Description:** The International Food Information Council Foundation is a nonprofit organization that provides food safety and nutrition news to policy makers, consumers, reporters, parents, and educators. The site features a wide array of full-text information for parents and educators on issues such as starting children on solid foods, the nutritional content of baby food, reports on pesticides and children's foods, and healthy eating at home. In addition, there are lessons for teaching healthy eating, study reports on possible links between food and hyperactivity, and information on what makes children's nutritional needs different from those of adults.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://ifinfo.health.org/>

**Contact:** [foodinfo@ific.health.org](mailto:foodinfo@ific.health.org)

**Postal Address:** International Food Information Council  
1100 Connecticut Avenue NW, Suite 430  
Washington, DC 20036

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**Notes:**

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## INTERNET SCHOOL LIBRARY MEDIA CENTER

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**Name:** Internet School Library Media Center

**Sponsor:** James Madison University

**Description:** This site contains links to resources in several school subjects and various other education topics. Section topics include: art education, copyright, holocaust resources, library/media, networking, online electronic texts, special education, and "Needle in a Cyberstack," which enables users to search for almost any topic. The elementary language arts section contains information on multicultural resources.

**Type of  
Sponsor:** University

**Address:** <http://falcon.jmu.edu/~ramseyil/>

**Contact:** Inez Ramsey (ramseyil@jmu.edu)

**Postal  
Address:** Library Science Program  
James Madison University  
Harrisonburg, VA 22807  
540-568-6791

6/98

**Notes:**

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## THE KEEPING KIDS READING PAGE

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**Name:** The Keeping Kids Reading Page

**Sponsor:** Mary Leonhardt

**Description:** This site is maintained by Mary Leonhardt, a high school teacher and author. The premise of the site is that the love of reading is a cornerstone of academic success. The site provides monthly tips on how to encourage kids to read instead of forcing them to read. In addition, the site answers common reading questions about ways to develop the love of reading at an early age. Finally, there are links to other reading resources and descriptions of various series and books to help find the "right" book that might capture a child's interest.

**Type of  
Sponsor:** Individual

**Address:** <http://www.tiac.net/users/maryl/>

**Contact:** Mary Leonhardt (maryl@tiac.net)

4/98

**Notes:**

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## KIDS CAMPAIGNS

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**Name:** Kids Campaigns

**Sponsor:** Benton Foundation

**Description:** Kids Campaigns is a resource for parents, grandparents, policy makers, media, community leaders, businesses, educators, religious leaders, children's advocates, and service providers who want to act on behalf of kids. Features of this site include action areas on: (1) "Get Started"; (2) "Get Smart"; and (3) "Get Connected." Each of these areas contains many resources including full-text articles, statistics, descriptions of various organizations and programs involved, and links to related sites.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.kidscampaigns.org/>

**Contact:** [kidscampaign@benton.org](mailto:kidscampaign@benton.org)

**Postal  
Address:** Benton Foundation  
1634 Eye Street NW  
Washington, DC 20006  
202-638-5770  
202-638-5771 (Fax)

5/98

**Notes:**

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## KIDSOURCE ONLINE

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**Name:** Kidsource Online

**Sponsor:** Kidsource Online

**Description:** This site for parents and caregivers offers information, tips, and resources focusing on education- and health-related issues for children. Full-text articles on timely subjects (such as returning to school) are offered. Material is also provided by age range, and information on new products, organizations, software, and recreation activities is also included.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.kidsource.com/index.html>

**Contact:** [webmaster@kidsource.com](mailto:webmaster@kidsource.com)

6/98

**Notes:**

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## KINDERGARTEN KAFE

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**Name:** Kindergarten Kafe

**Sponsor:** Charlene Woodham Peace

**Description:** This online newsletter, created and edited by a kindergarten teacher, presents articles written by kindergarten teachers on a variety of topics. Authors' email addresses are provided with their articles. Teachers are encouraged to submit articles, but no criteria for inclusion are provided on the Web site.

**Type of  
Sponsor:** Individual

**Address:** <http://members.aol.com/charlenewp/kkafe.htm>

**Contact:** Charlene Woodham Peace (charlenewp@aol.com)

5/98

**Notes:**

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## KLAAS KIDS

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**Name:** KlaasKids

**Sponsor:** Klaas Foundation for Children

**Description:** KlaasKids describes the many ongoing projects of the Klaas Foundation for Children, whose purpose is to promote child safety. Information is provided on current issues involving child safety. Protection tips and resources are available (for example, the Child I.D. Package), along with legislative information, an online newsletter, and a calendar of child safety days and media events.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.klaaskids.org/>

**Contact:** [klaas@crl.com](mailto:klaas@crl.com)

**Postal  
Address:** Klaas Foundation for Kids  
P.O. Box 925  
Sausalito, CA 94966  
415-331-6867  
415-331-5633 (Fax)

6/98

**Notes:**

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## LD ONLINE

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**Name:** LDonline

**Sponsor:** The Learning Disabilities Project; Coordinated Campaign for Learning Disabilities

**Description:** LDonline is the interactive guide to learning disabilities for parents, teachers, and children. Features include: (1) the "ABC's of LD and ADD" (definitions of terms); (2) "LD In-Depth" (full-text articles, research, and useful forms); (3) "Finding Help" (national organizations, federal agencies, state resources, local organizations, phone resources, and online resources); (4) "LD Calendar" of events; (5) "Audio Clips"; (6) "First Person," personal narrative accounts; (7) "Bulletin Boards"; (8) "LD Store"; (9) "Talk Back"; and (10) "Kid Zone."

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.ldonline.org/>

**Contact:** [ldonline@weta.com](mailto:ldonline@weta.com)

6/98

**Notes:**

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## THE LIBRARY IN THE SKY

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**Name:** The Library in the Sky

**Sponsor:** Northwest Regional Educational Laboratory (NWREL)

**Description:** This Web page, created by the Northwest Regional Educational Laboratory (one of a network of regional educational laboratories created by the U.S. Department of Education) provides links to resources in several subject areas, including arts, language, mathematics, science, social studies, health and P.E., and technology. Users can search by keyword, subject area, type of school personnel, and type of resource.

**Type of Sponsor:** Government

**Address:** <http://www.nwrel.org/sky/>

**Contact:** [webmaster@nwrel.org](mailto:webmaster@nwrel.org)

**Postal Address:** NWREL  
101 SW Main, Suite 500  
Portland, Oregon 97204  
503-275-9500

6/98

**Notes:**

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## MCGRAW-HILL SCHOOL DIVISION RESOURCE VILLAGE

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**Name:** McGraw-Hill School Division Resource Village

**Sponsor:** McGraw-Hill School Division

**Description:** This Web site from McGraw-Hill, a leading publisher of educational materials, offers links to teaching resources that support its publications in reading/language arts, social studies, mathematics, music, health, science, bilingual education, and professional development. Information on McGraw-Hill's products is also provided.

**Type of Sponsor:** Commercial

**Address:** <http://www.mmlhschool.com/>

**Postal Address:** McGraw-Hill School Division  
Connecticut Technology Center  
195 Scott Swamp Road  
Farmington, CT 06032  
860-678-1212  
860-677-5405

McGraw-Hill School Division  
Corporate Headquarters  
1221 Avenue of the Americas  
New York, NY 10020  
212-512-2000

6/98

**Notes:**

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## MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY

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**Name:** McREL Internet Connections

**Sponsor:** Mid-continent Regional Educational Laboratory (McREL)

**Description:** This site, created by the Mid-continent Regional Educational Laboratory (one of several regional educational laboratories sponsored by the U.S. Department of Education), describes McREL's programs and products. The section "Educator Resources" contains several subsections, some providing links to Internet resources in areas such as lesson plans, technology, research, curriculum, early childhood, and several other categories, and others providing full-text articles on such subjects as literacy development and learning motivation.

**Type of  
Sponsor:** Government

**Address:** <http://www.mcrel.org/index.html>

**Contact:** [info@mcrel.org](mailto:info@mcrel.org)  
[webmaster@mcrel.org](mailto:webmaster@mcrel.org)

**Postal  
Address:** Mid-continent Regional Educational Laboratory  
2550 S. Parker Road, Suite 500  
Aurora, CO 80014  
303-337-0990  
303-337-3005 (Fax)

6/98

**Notes:**

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## MI PEDIATRA

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**Name:** Mi Pediatra

**Sponsor:** Dr. Roberto Murguia Pozzi

**Description:** Mi Pediatra is a Spanish-language site which provides information related to the health of children. Sections include a monthly online newsletter, links to articles on topics of interest to parents, information on vaccinations, and sites for English-speaking caregivers.

**Type of Sponsor:** Individual

**Address:** <http://www.mipediatra.com.mx/>

**Contact:** Dr. Roberto Murguia Pozzi (rmurguia@mipediatra.com.mx)

**Postal Address:** Av. Hidalgo 4306 Desp. 201  
Col. Sierra Morena  
Tampico, Tamaulipas  
Mexico C.P. 89210  
52-12-132177  
52-12-139015 (Fax)

5/98

**Notes:**

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## MULTICULTURAL PAVILION

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**Name:** Multicultural Pavilion

**Sponsor:** Paul Gorski

**Description:** This site provides resources that encourage educators to explore and discuss multicultural education, to work toward self-awareness and development, and to interact and collaborate. The "Teacher's Corner" contains resources for teachers, including reviews of children's music, multicultural activities, and archives of online literature.

**Type of  
Sponsor:** Individual

**Address:** <http://curry.edschool.Virginia.EDU/go/multicultural/>

**Contact:** Paul Gorski (gorski@earthlink.net)

6/98

**Notes:**

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## MULTIMEDIA SCHOOLS

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**Name:** MultiMedia Schools Web Site

**Sponsor:** Information Today, Inc.

**Description:** This Web site includes selected full-text articles and news from the print version of *MultiMedia Schools*, a journal covering multimedia, CD-ROM, online, and Internet use in K-12. Product reviews and articles classified by grade level are included. The complete table of contents of the print version is given with contact information for ordering articles (for a fee) that are not included on the site.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.infotoday.com/MMSchools/index.html>

**Contact:** Information Today, Inc.  
609-645-6266  
[custserv@infotoday.com](mailto:custserv@infotoday.com)

5/98

**Notes:**

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## MUSIC EDUCATORS NATIONAL CONFERENCE

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**Name:** Music Educators National Conference (MENC)

**Sponsor:** Music Educators National Conference

**Description:** The Music Educators National Conference is made up of nearly 70,000 music educators dedicated to providing a complete, balanced, sequential education to every child in America. This site provides information for music educators and the education community, gives descriptions and ordering information for available publications, and provides the full text of MENC online publications and teachers' guides. Full-text resources include standards for teaching music in pre-K through 12th grade and the MENC position statement on early childhood music education.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.menc.org/>

**Contact:** Mike Blakeslee (mbmenc@vais.net)

6/98

**Notes:**

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## NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

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**Name:** National Association for the Education of Young Children (NAEYC)

**Sponsor:** National Association for the Education of Young Children

**Description:** The National Association for the Education of Young Children is the nation's largest organization of early childhood professionals and others dedicated to improving the quality of early childhood education programs for children birth through age 8. This site contains information on early childhood program accreditation, conferences, professional development courses, and NAEYC publications. Numerous full-text resources are available, including NAEYC position statements and articles on early learning in the "Early Childhood Professionals" section.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.naeyc.org/>

**Contact:** [naeyc@naeyc.org](mailto:naeyc@naeyc.org)

**Postal Address:** NAEYC  
1509 16th Street NW  
Washington, DC 20036-1426  
202-232-8777  
800-424-2460  
202-328-1846 (Fax)

5/98

Notes:

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## NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION

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**Name:** National Association for Year-Round Education (NAYRE)

**Sponsor:** National Association for Year-Round Education

**Description:** Serving as a clearinghouse for information on year-round education, time, and learning, this site explains year-round school and the history of year-round schooling, provides examples of school schedules and calendars, and offers abstracts of research investigating year-round schooling.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.NAYRE.org/>

**Contact:** [info@NAYRE.org](mailto:info@NAYRE.org)

**Postal Address:** NAYRE  
P.O. Box 711386  
San Diego, CA 92111-1386  
619-276-5296  
619-571-5754 (Fax)

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**Notes:**

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## NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING

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**Name:** National Center for Early Development and Learning (NCEDL)

**Sponsor:** National Institute on Early Childhood Development and Education, U.S.  
Department of Education

**Description:** NCEDL's mission is to identify and study issues of national significance to young children and their families and to disseminate that information to researchers, practicing professionals, and families. This site contains the full-text of research reports, press releases, newsletters, and other resources pertaining to the goals and mission of the organization. Adobe Acrobat Reader software (available free for downloading) is needed to view the site's full-text resources.

**Type of Sponsor:** Government

**Address:** <http://www.fpg.unc.edu/~ncedl/>

**Contact:** Gina Harrison (gina\_harrison@unc.edu)  
Loyd Little (loyd\_little@unc.edu)

**Postal Address:** NCEDL  
Frank Porter Graham Child Development Center  
University of North Carolina at Chapel Hill  
CB #8180  
Chapel Hill, NC 27599

6/98

**Notes:**

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## NATIONAL CENTER FOR ENVIRONMENTAL HEALTH

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**Name:** Infant and Children Page of the National Center for Environmental Health (NCEH)

**Sponsor:** Centers for Disease Control and Prevention

**Description:** The National Center for Environmental Health is committed to being a leader in environmental public health, to providing scientific data, and to providing practical and constructive service to the public. NCEH is particularly committed to programs that benefit children and people often overlooked by public health (like the elderly and people with disabilities). The "Infants and Children" page provides full-text information on lead poisoning, birth defects, developmental disabilities, and newborn screenings. Brochures, answers to popular questions, tips on prevention, and additional contact information are provided.

**Type of  
Sponsor:** Government

**Address:** <http://www.cdc.gov/nceh/programs/infants/infants.htm#infants>

**Contact:** ncehinfo@cdc.gov

**Postal  
Address:** National Center for Environmental Health  
Centers for Disease Control and Prevention  
Mail Stop F-29  
4770 Buford Highway NE  
Atlanta, GA 30341-3724  
770-488-7030

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**Notes:**

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## NATIONAL CENTER FOR MISSING AND EXPLOITED CHILDREN

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**Name:** National Center for Missing and Exploited Children

**Sponsor:** National Center for Missing and Exploited Children

**Description:** The National Center for Missing and Exploited Children is a private, nonprofit organization working in cooperation with the U.S. Department of Justice. The Web site features the missing children database, full-text publications and resources on child safety, a directory of state organizations that focus on child protection, and a link to the Office of Juvenile Justice and Delinquency Prevention.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.missingkids.org/>

**Postal Address:** The National Center for Missing and Exploited Children  
2101 Wilson Boulevard, Suite 550  
Arlington, VA 22201-3052  
703-235-3900  
703-235-4076 (Fax)

6/98

**Notes:**

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## NATIONAL CENTER TO IMPROVE PRACTICE IN SPECIAL EDUCATION

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**Name:** National Center to Improve Practice in Special Education through Technology, Media, and Materials

**Sponsor:** Education Development Center, Inc.; U.S. Department of Education, Office for Special Education Programs

**Description:** The National Center to Improve Practice promotes the effective use of technology to enhance educational outcomes for students with sensory, cognitive, physical, and social/emotional disabilities. This site contains resources to enhance the educational outcomes of students in preschool through grade 12, including facilitated electronic discussion forums, tours of exemplary early childhood classrooms, a library of technology resources (Adobe Acrobat Reader software is needed to view some full-text resources), and video profiles of students using assistive and instructional technology.

**Type of Sponsor:** Nonprofit organization, Government

**Address:** <http://www.edc.org/FSC/NCIP/>

**Contact:** [ncip@edc.org](mailto:ncip@edc.org)

**Postal Address:** NCIP  
Education Development Center, Inc.  
55 Chapel Street  
Newton, MA 02158-1060  
617-969-7100 ext. 2387  
617-969-4529 (TTY)  
617-969-3440 (Fax)

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**Notes:**

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## NATIONAL CHILD CARE INFORMATION CENTER

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**Name:** National Child Care Information Center (NCCIC)

**Sponsor:** Child Care Bureau, U.S. Department of Health and Human Services

**Description:** The National Child Care Information Center, which is an adjunct ERIC Clearinghouse for Child Care, offers the complete text of its bimonthly bulletins, listings of child care organizations and related fields, a description of the Early Childhood Technical Assistance Program, and announcements of upcoming conferences. Also featured are articles on finding and choosing child care, NCCIC's publication list, and links to other organizations involved with child care. Sections include "Child Care Research," "State Profiles," "White House Conference on Early Childhood Development," and "Health and Safety in Child Care."

**Type of Sponsor:** Government

**Address:** <http://nccic.org/>

**Contact:** ewen@nccic.org  
Webmaster (nccicweb@ericps.crc.uiuc.edu)

**Postal Address:** National Child Care Information Center  
301 Maple Avenue West, Suite 602  
Vienna, VA 22180  
800-616-2242  
800-516-2242 (TTY)  
800-716-2242 (Fax)

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## NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

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**Name:** National Clearinghouse for Bilingual Education (NCBE)

**Sponsor:** U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA); The George Washington University Graduate School of Education and Human Development

**Description:** In addition to organizational information about the National Clearinghouse for Bilingual Education, this Web site includes: (1) an online library with hundreds of full-text documents; (2) technical assistance resources, with links to national, regional, and state organizations; (3) language and education links; (4) databases; (5) "In the Classroom," describing schools on the Web, lesson plans, and other practical classroom information; (6) a conference calendar; (7) *NCBE Newslite*, a weekly online newsletter; and (8) "NCBE Roundtable," a discussion group for educators.

**Type of Sponsor:** Government, University

**Address:** <http://www.ncbe.gwu.edu/>

**Contact:** [akindler@ncbe.gwu.edu](mailto:akindler@ncbe.gwu.edu)

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**Notes:**

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## NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

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**Name:** National Coalition for Campus Children's Centers (NCCCC) (formerly National Coalition for Campus Child Care)

**Sponsor:** National Coalition for Campus Children's Centers

**Description:** The National Coalition for Campus Children's Centers supports research and activities affecting college and university early childhood education and service settings, family and work issues, and the field of early childhood education in general. This site provides information on NCCCC, the full text of NCCCC publications, including their newsletter, *Campus Child Care News*, information on subscribing to an electronic discussion list called CAMPUSCARE-L, and job announcements in campus child care centers. The site also links to other Internet sites related to child care.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://ericps.crc.uiuc.edu/n4c/n4chome.html>

**Contact:** [n4cweb@ericps.crc.uiuc.edu](mailto:n4cweb@ericps.crc.uiuc.edu)

**Postal  
Address:** National Coalition for Campus Children's Centers, Inc.  
122 S. Michigan Avenue, Suite 1100  
Chicago, IL 60603  
800-813-8207  
312-431-0013  
312-431-8697 (Fax)

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**Notes:**

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## NATIONAL COALITION FOR PARENT INVOLVEMENT IN EDUCATION

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**Name:** National Coalition for Parent Involvement in Education (NCPiE)

**Sponsor:** National Coalition for Parent Involvement in Education

**Description:** The National Coalition for Parent Involvement in Education is dedicated to developing effective family/school partnerships in schools across America. Its mission is to advocate the involvement of parents and families in their children's education, and foster relationships between home, school, and community that can enhance the education of children. This site offers: (1) guidelines for developing family and school partnerships; (2) information about NCPiE; (3) a listing of special activities; (4) a catalog of publications; and (5) a conference database.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.ncpie.org/>

**Contact:** ferguson@iel.org

**Postal Address:** NCPiE  
1201 16th Street NW, Box 39  
Washington, DC 20036  
202-822-8405  
202-872-4050 (Fax)

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**Notes:**

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## NATIONAL COALITION OF ADVOCATES FOR STUDENTS

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**Name:** National Coalition of Advocates for Students (NCAS)

**Sponsor:** National Coalition of Advocates for Students

**Description:** NCAS is a national education advocacy organization with 22 member groups in 14 states that works to achieve equal access to a high-quality public education for vulnerable students—those who are poor, children of color, children who have recently immigrated, or children with disabilities. The organization focuses on students in kindergarten through grade 12. The organization's Web site features a listing of NCAS member organizations, information about NCAS National Projects, and a listing of NCAS publications.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.ncas1.org/>

**Contact:** ncasmfe@aol.com

**Postal  
Address:** NCAS  
100 Boylston Street, Suite 737  
Boston, MA 02116  
617-357-8507

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**Notes:**

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## NATIONAL FATHERHOOD INITIATIVE

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**Name:** National Fatherhood Initiative (NFI)

**Sponsor:** National Fatherhood Initiative

**Description:** The National Fatherhood Initiative aims to improve the well-being of children by increasing the number of children growing up with loving, committed, and responsible fathers. NFI conducts public awareness campaigns promoting responsible fatherhood, organizes conferences and community fatherhood forums, provides resources to organizations seeking to establish support programs for fathers, publishes a quarterly newsletter, and disseminates informational material to men seeking to become more effective fathers. Resources provided on the NFI site include: (1) the "Fatherhood Resources Catalog" (with publications available to order); (2) "Fatherly Advice," full-text articles by Dr. Wade Horn, president of NFI, from his column in the *Washington Times*; (3) *Fatherhood Today*, a newsletter (Adobe Acrobat Reader software is necessary to view it); (4) "Tips from Fathers"; and (5) links to related sites.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.fatherhood.org/>

**Contact:** nfi1995@aol.com

**Postal  
Address:** National Fatherhood Initiative  
One Bank Street, Suite 160  
Gaithersburg, MD 20878  
301-948-0599  
301-948-4325 (Fax)

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**Notes:**

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**NATIONAL INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT  
AND EDUCATION**

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**Name:** National Institute on Early Childhood Development and Education

**Sponsor:** U.S. Department of Education, Office of Educational Research and Improvement (OERI)

**Description:** The National Institute on Early Childhood Development and Education sponsors research that investigates strategies and practices to promote professional development; empower families; enhance the development of children; and encourage collaboration among families, educators, communities, and policy makers. This Web site contains information about: (1) the Institute; (2) OERI-sponsored National Educational Research and Development Centers in general, and the Research Center at the University of North Carolina in particular; (3) the Early Childhood Research Working Group that links the Institute with other federal agencies and publishes the quarterly newsletter, *Early Childhood Update* (recent issues are available online); (4) competitive grants awarded by the Institute; and (5) links to other organizations.

**Type of Sponsor:** Government

**Address:** <http://www.ed.gov/offices/OERI/ECI/>

**Contact:** [eci@inet.ed.gov](mailto:eci@inet.ed.gov)

**Postal Address:** National Institute on Early Childhood Development and Education  
Office of Educational Research and Improvement  
U.S. Department of Education  
555 New Jersey Avenue NW  
Washington, DC 20208  
202-219-1935  
202-273-4768 (Fax)

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**Notes:**

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## NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME

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**Name:** The National Institute on Out-of-School Time (NIOST), formerly The School-Age Child Care Project, at the Center for Research on Women at Wellesley College

**Sponsor:** Wellesley College Center for Research on Women

**Description:** NIOST seeks to improve the quantity and quality of school-age child care programs by collaborating with communities, individuals, and organizations. The project also hopes to raise public awareness and address policy and implementation challenges. The site includes a calendar of events, descriptions of current and ongoing projects, news on legislation affecting children, a list of publications available, and the full text of articles on school-age child care and related issues.

**Type of  
Sponsor:** College

**Address:** <http://www.wellesley.edu/WCW/CRW/SAC/>

**Contact:** Kate McGuire (kmcguire@wellesley.edu)

**Postal  
Address:** National Institute on Out-of-School Time  
Wellesley Center for Research on Women  
106 Central Street  
Wellesley, MA 0218  
781-283-2547

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**Notes:**

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## NATIONAL NETWORK FOR CHILD CARE

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**Name:** National Network for Child Care

**Sponsor:** Cooperative State Research, Education and Extension Service (USDA); CYFERNet, the Cooperative Extension System's Children, Youth and Family Network

**Description:** This site provides a database of over 1,000 full-text publications and resources; the KIDCARE electronic discussion group; support and assistance from four regional offices located in Mississippi, Idaho, Kansas, and Connecticut; and the full text of national newsletters for family child care, center-based care, and school-age child care.

**Type of Sponsor:** Government, University

**Address:** <http://www.exnet.iastate.edu/Pages/families/nbcc/>

**Contact:** Lesia Oesterreich, Family Life Extension Specialist  
(nnccdb@extension.umn.edu)

**Postal Address:** Department of Human Development and Family Studies  
1322 Elm Hall, Suite 1085  
Iowa State University  
Ames, IA 50011-1322  
515-294-0363

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**Notes:**

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## NATIONAL PARENT INFORMATION NETWORK

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**Name:** National Parent Information Network (NPIN)

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign; ERIC Clearinghouse on Urban Education, Teachers College, Columbia University; U.S. Department of Education, Office of Educational Research and Improvement

**Description:** The National Parent Information Network offers information for parents and for those who work with them. Included are materials on raising children from birth through adolescence, including information on parent education programs, innovative program ideas, and parents as partners in their children's education. Materials from the National Urban League and other organizations are included, along with the monthly publication *Parent News*, a parenting calendar, and information on subscribing to the PARENTING-L online discussion group.

**Type of Sponsor:** Government, University

**Address:** <http://npin.org/>

**Contact:** Anne Robertson (arobrtsn@uiuc.edu)

**Postal Address:** ERIC Clearinghouse on Elementary and Early Childhood Education  
University of Illinois at Urbana-Champaign  
51 Gerty Drive  
Champaign, IL 61820-7469  
217-333-1386  
800-583-4135  
217-333-3767 (Fax)

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**Notes:**

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## NATIONAL PARENT TEACHER ASSOCIATION

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**Name:** Children First: The Web Site of the National PTA

**Sponsor:** National Parent Teacher Association (PTA)

**Description:** The National Parent Teacher Association site includes a history of the organization and information on its initiatives in child health and education. The site also contains news and events, press releases, and information about its publications, including *Our Children* magazine. Finally, the site has a large amount of information on the National PTA annual convention and links to state and local PTAs and child advocacy organizations.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.pta.org/>

**Contact:** Patricia Yoxall, Director of Public Relations  
(info@pta.org)

**Postal Address:** National Parent Teacher Association  
330 N. Wabash Avenue, Suite 2100  
Chicago, IL 60611  
312-670-6782

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**Notes:**

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## NATIONAL PLAYGROUND SAFETY INSTITUTE

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**Name:** National Playground Safety Institute (NPSI)

**Sponsor:** National Recreation and Park Association (NRPA)

**Description:** This Web site provides articles on issues related to playground safety. Resources cover such topics as identifying 12 of the leading causes of injury on playgrounds, playground material, equipment, lead paint hazards, and tips on playground safety. The site also contains information on NPSI training courses.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.nrpa.org/playsafe/playsafe.htm>

**Contact:** [info@nrpa.org](mailto:info@nrpa.org)

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## NATIONAL PROGRAM FOR PLAYGROUND SAFETY

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**Name:** National Program for Playground Safety

**Sponsor:** University of Northern Iowa; Centers for Disease Control and Prevention

**Description:** This site provides parents, teachers, and school administrators with information on playground construction and maintenance, playground safety, and injury prevention. The site includes full-text articles on playground safety, such as "Keep Your Children Safe: A Parent's Quick Checklist" and "Planning a Play Area for Children," and resource lists on injury prevention, equipment manufacturers, and funding resources.

**Type of Sponsor:** University, Government

**Address:** <http://www.uni.edu/coe/playgrnd/main.html>

**Contact:** [playground-safety@uni.edu](mailto:playground-safety@uni.edu)

**Postal Address:** National Program for Playground Safety  
University of Northern Iowa  
School for Health, Physical Education and Leisure Services  
Cedar Falls, IA 50614-0161  
800-544-PLAY (7529)  
319-272-2416  
319-273-5833 (Fax)

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Notes:

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## NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED

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**Name:** National Research Center on the Gifted and Talented (NRCG/T)

**Sponsor:** National Research Center on the Gifted and Talented

**Description:** The National Research Center on the Gifted and Talented is a collaborative effort of several universities, state departments of education, public and private schools, consultants, and stakeholders representing professional organizations, parent groups, and businesses. Its goal is to develop, conduct, and disseminate research with practical implications for the education of gifted and talented students. This Web site describes the Center and provides abstracts of its publications, full-text articles from its newsletter, a product list, information on related education sites, an article on authentic enrichment clusters, and a bibliography on grouping.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.ucc.uconn.edu/~wwwgt/nrcgt.html>

**Contact:** epsadm06@uconnvm.uconn.edu

**Postal Address:** NRCG/T  
University of Connecticut  
362 Fairfield Road, U-7  
Storrs, CT 06269-2007  
860-486-4676  
860-486-2900 (Fax)

6/98

Notes:

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## NATIONAL RESOURCE CENTER FOR HEALTH AND SAFETY IN CHILD CARE

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**Name:** National Resource Center for Health and Safety in Child Care

**Sponsor:** U.S. Maternal and Child Health Bureau; University of Colorado

**Description:** The National Resource Center is located at the University of Colorado Health Sciences Center in Denver, Colorado, and is funded by the Maternal and Child Health Bureau, U.S. Department of Health and Human Services. To facilitate NRC's mission to promote health and safety in out-of-home child care settings throughout the nation, the Web site contains the text of the *National Health and Safety Performance Standards Guidelines for Out-of-Home Child Care Programs* (also known as *Caring for Our Children*). The site also includes a search engine, the full text of individual states' child care licensing regulations, names and addresses of project staff, and links to other child care Web sites.

**Type of Resource:** Government, University

**Address:** <http://nrc.uchsc.edu/index.html>

**Contact:** [natl.child.res.ctr@uchsc.edu](mailto:natl.child.res.ctr@uchsc.edu)

**Postal Address:** NRC for Health and Safety in Child Care  
UCHSC School of Nursing  
C-287  
4200 E. 9th Avenue  
Denver, CO 80262  
800-598-KIDS  
303-315-5215 (Fax)

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## NATIONAL SCHOOL NETWORK EXCHANGE

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**Name:** National School Network Exchange (NSN)

**Sponsor:** BBN; National Science Foundation (NSF)

**Description:** A resource for addressing the fundamental problems in establishing a universally accessible network of K-12 schools, the National School Network Exchange seeks to extend the national information infrastructure into schools and bring together classroom communities, teachers, collaborating institutions, and technology. Developed by BBN with NSF funding, the Exchange is the information center for the NSN and is a repository for NSN testbed research. The site is organized into six major areas: "About NSN"; "Membership"; "Community," which includes information about NSN projects; "NSN Resource Exchange," which includes six "desks" (these desks are collections of research, documentation, and online resources organized as: "Local Information Infrastructure Desk," "School-Community Projects Desk," "Professional Development Desk," "Standards, Evaluation, and Assessment Desk," "Curriculum and Instruction Desk," and "Research Desk"); "News and Information," which includes the full-text NSN newsletter; and "Discussions."

**Type of Sponsor:** Commercial, Government

**Address:** <http://nsn.bbn.com/>

**Contact:** [nsinfo@nsn.bbn.com](mailto:nsinfo@nsn.bbn.com)

**Postal Address:** BBN, Inc.  
Educational Technologies Group  
150 CambridgePark Drive  
Cambridge, MA 02140  
617-873-2000  
617-873-5011 (Fax)

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**Notes:**

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## NATIONAL SCHOOL SAFETY CENTER

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**Name:** National School Safety Center (NSSC)

**Sponsor:** U.S. Department of Education; Pepperdine University; Office of Juvenile Justice and Delinquency Prevention

**Description:** The National School Safety Center was created by presidential directive in 1984 to meet the growing need for additional training and preparation in the areas of school crime and violence prevention. Affiliated with Pepperdine University, NSSC provides technical assistance, legal and legislative aid, and publications and films. This Web site describes the organization and offers news on relevant topics, highlights of statistical studies, and information on ordering its publications and participating in its training events.

**Type of Sponsor:** Government, University

**Address:** <http://www.nsscl.org/>

**Contact:** [june@nsscl.org](mailto:june@nsscl.org)

**Postal Address:** National School Safety Center  
4165 Thousand Oaks Boulevard, Suite 290  
Westlake Village, CA 91362  
805-373-9977  
805-373-9277 (Fax)

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**Notes:**

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## NATIVE AMERICAN SITE

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**Name:** Native American Site

**Sponsor:** Lisa Mitten

**Description:** This site, maintained by Lisa Mitten, a librarian at the University of Pittsburgh and a mixed-blood Native American, is one of the largest Web sites linking to other sites on Native American culture. The site provides links in categories such as individual Native nations; Native organizations and urban Indian centers; powwows and festivals; sources for Indian music; Native arts organizations and individuals (artists, performers, celebrities, actors); and actresses, storytellers, authors, activists. The section "General Indian-Oriented Home Pages" contains links to sites of general educational value.

**Type of  
Sponsor:** Individual

**Address:** <http://www.pitt.edu/~lmitten/indians.html>

**Contact:** Lisa Mitten (lmitten@vms.cis.pitt.edu)

**Postal  
Address:** Lisa A. Mitten  
Social Sciences Bibliographer  
G20-11 Hillman Library  
University of Pittsburgh  
Pittsburgh, PA 15260  
412-648-7798 (Fax)

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**Notes:**

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## NEC\*TAS

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**Name:** NEC\*TAS—National Early Childhood Technical Assistance System

**Sponsor:** Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill; U.S. Department of Education, Office of Special Education Programs

**Description:** NEC\*TAS assists states and other designated governing jurisdictions as they develop multidisciplinary, coordinated, culturally sensitive, and comprehensive services for children with special needs, birth through age 8, and their families. This site provides an overview of IDEA (Individuals with Disabilities Act) and information about the three major programs under IDEA which NEC\*TAS supports: Part C (Early Intervention for Infants and Toddlers with Disabilities), Section 619 (Preschool Grants Programs), and EEPD (Early Education Program for Children with Disabilities). The site includes information about and minutes of the meetings of the Federal Interagency Coordinating Council (FICC), a complete listing of resources (publications) available from NEC\*TAS, and a list of other resources on the World Wide Web related to providing services to young children with disabilities and their families.

**Type of Sponsor:** Government, University

**Address:** <http://www.nectas.unc.edu/>

**Contact:** [nectas@unc.edu](mailto:nectas@unc.edu)

**Postal Address:** NEC\*TAS  
500 NationsBank Plaza  
137 E. Franklin Street  
Chapel Hill, NC 27514  
919-962-2001  
919-962-8300 (TDD)  
919-966-7463 (Fax)

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## NORTH AMERICAN MONTESSORI TEACHERS' ASSOCIATION

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**Name:** North American Montessori Teachers' Association (NAMTA)

**Sponsor:** North American Montessori Teachers' Association

**Description:** This Web site provides organizational information about NAMTA, along with information about Montessori, conferences, NAMTA publications and projects, and resources for teachers, parents, and administrators (some are full text).

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.montessori-namta.org/>

**Contact:** NAMTAmail@aol.com

**Postal Address:** North American Montessori Teachers' Association  
11424 Bellflower Road  
Cleveland, OH 44106  
216-421-1905  
216-421-8193 (Fax)

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**Notes:**

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## NUTRITION FACT SHEETS

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**Name:** Nutrition Fact Sheets

**Sponsor:** American Dietetic Association

**Description:** These monthly fact sheets provide full-text articles on numerous health and eating-related topics for children and adults, such as children's fitness, nutrition, snacking, breakfast, and benefits of exercise.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.eatright.org/nufactsheet.html>

**Contact:** [webmaster@eatright.org](mailto:webmaster@eatright.org)

**Postal  
Address:** American Dietetic Association  
216 W. Jackson Boulevard  
Chicago, IL 60606-6995  
312-899-0040  
312-899-1979 (Fax)

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**Notes:**

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## OAK SOFTWARE REPOSITORY

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**Name:** OAK Software Repository

**Sponsor:** Oakland University

**Description:** This is a large repository of MS-DOS, MS-Windows, Mac, and other software. It includes educational software for preschool and elementary-age children. These particular software items can be located through a keyword search at the beginning of the repository. The software is available in a variety of languages and features games, flash cards, quizzes, and worksheets. Some of the software is targeted toward teachers or parents to use in the development of activities for children.

**Type of  
Sponsor:** University

**Address:** <http://www.acs.oakland.edu/oak.html>

**Contact:** [archives@oakland.edu](mailto:archives@oakland.edu)

**Postal  
Address:** Office of Computer and Information Services  
Oakland University  
Rochester, MI 48309-4401

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## OBSERVATORIUM

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**Name:** Observatory

**Sponsor:** NASA; West Virginia University; BDM International

**Description:** NASA's Observatory is a public access site for Earth and space data. In addition to sections on topics such as space flight, fun and games, and aeronautics, it contains an education section with NASA education projects organized by grade level—K-6, 7-9, 10-12, and post-12.

**Type of  
Sponsor:** Government, University, Commercial

**Address:** <http://observe.ivv.nasa.gov/nasa/core.shtml>

**Contact:** Observatory Curator ([curator@rspac.ivv.nasa.gov](mailto:curator@rspac.ivv.nasa.gov))  
John Griggs, NASA Representative ([cotr@rspac.ivv.nasa.gov](mailto:cotr@rspac.ivv.nasa.gov))

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**Notes:**

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## OREGON'S CHILDHOOD CARE AND EDUCATION CAREER DEVELOPMENT SYSTEM

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**Name:** Oregon's Childhood Care and Education Career Development System

**Sponsor:** Portland State University

**Description:** This site describes Oregon's Childhood Care and Education Career Development System, which facilitates the professionalization of practitioners, including those who work in child care centers, family child care, school age programs, nanny programs, and Head Start. The site includes information on the System's goals and guiding principles, issues facing early childhood care and education, and legislation in Oregon that reflects the priority the state has placed on childhood care and education.

**Type of Sponsor:** University

**Address:** <http://www-adm.pdx.edu/user/psy/ccecrdev/homepage.htm>

**Contact:** Carol A. Morgaine (carol@ch1.ch.pdx.edu)

**Postal Address:** Portland State University  
P.O. Box 751-PSY  
Portland, OR 97215-0751  
503-725-8527  
503-725-8529

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**Notes:**

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## PARENTS AND CHILDREN TOGETHER ONLINE

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**Name:** Parents and Children Together Online

**Sponsor:** Family Literacy Center, ERIC Clearinghouse on Reading, English, and Communication, Indiana University

**Description:** The goal of this online magazine is to further the cause of family literacy by bringing parents and children together through the magic of reading. *Parents and Children Together Online* features articles and stories which can be read to children. In addition, a special section for parents features full-text articles on issues related to children's reading and writing and book reviews of recent children's literature.

**Type of Sponsor:** Government, University

**Address:** [http://www.indiana.edu/~eric\\_rec/fl/pcto/menu.html](http://www.indiana.edu/~eric_rec/fl/pcto/menu.html)

**Contact:** [disted@indiana.edu](mailto:disted@indiana.edu)

**Postal Address:** Parents and Children Together Online  
ERIC Clearinghouse on Reading, English, and Communication  
2805 E. 10th Street, Suite 150  
Bloomington, IN 47408-2698  
800-759-4723

5/98

**Notes:**

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## PARENTS HELPING PARENTS

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**Name:** Parents Helping Parents (PHP)

**Sponsor:** Parents Helping Parents

**Description:** PHP is a parent-directed family resource center serving children with special needs, their families, and the professionals who serve them. This site provides information about PHP's activities, a searchable resource directory of organizations and associations on special needs, information about obtaining materials from PHP's library, an "online bookstore," information about support groups, and links to related sites.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.php.com/>

**Postal  
Address:** PHP  
3041 Olcott Street  
Santa Clara, CA 95054-3222  
408-727-5775  
408-727-0182 (Fax)

6/98

**Notes:**

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## PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

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**Name:** Partnership for Family Involvement in Education

**Sponsor:** U.S. Department of Education

**Description:** The Partnership for Family Involvement's mission is to promote children's learning through the development of family-school-community partnerships. This Web site can be navigated from the perspective of a particular partner sector (family-school, employers for learning, community organizations, or religious groups). Other sections include information on Satellite Town Meetings; "Resources and Programs," including full-text Department publications, online resources, and federal resources; and "Nationwide Initiatives," such as "America Goes Back to School," "America Reads Challenge: READ\*WRITE\*NOW!," and "Think College Early."

**Type of  
Sponsor:** Government

**Address:** <http://www.ed.gov/PFIE/index.html>

**Contact:** [Partner@ed.gov](mailto:Partner@ed.gov)

6/98

**Notes:**

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## PATHWAYS TO SCHOOL IMPROVEMENT

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**Name:** Pathways to School Improvement

**Sponsor:** North Central Regional Educational Laboratory/Regional Educational Laboratory Network

**Description:** Pathways to School Improvement guides educators in addressing school improvement issues concerning students, educators, content, methods, and environment. "Critical Issues" and other full-text resources within each of these areas contain action-oriented summaries of research and practice, descriptions of schools that have already addressed the issue, and collections of materials to support change. There is a section devoted to school improvement issues in early childhood education that deals with the following issues: organizing for effective early childhood programs and practices, and assessing young children's progress appropriately (others are under development).

**Type of Sponsor:** Government

**Address:** <http://www.ncrel.org/sdrs/pathwayg.htm>

**Contact:** [info@ncrel.org](mailto:info@ncrel.org)

5/98

Notes:

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## THE PEDIATRIC DATABASE

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**Name:** The Pediatric Database (PEDBASE)

**Sponsor:** Dr. Alan Gandy

**Description:** PEDBASE contains descriptions of over 550 childhood illnesses. Information on each disorder has been obtained from at least three sources. The purpose of the database is to provide information on various pediatric disorders. It is also possible to download the database.

**Type of  
Sponsor:** Individual

**Address:** <http://www.icondata.com/health/pedbase/>

**Contact:** gandy@atcon.com  
Atlantic Connect (PEI) Inc.  
902-888-3399

5/98

**Notes:**

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## PEDIATRIC PRIMER

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**Name:** Pediatric Primer

**Sponsor:** Children's Medical Center of Dallas

**Description:** The Pediatric Primer is a monthly publication of the Children's Medical Center of Dallas which features two topics each month from the general areas of child development and/or accident prevention. These topics are intended to serve parents and caregivers with basic information on a particular health issue. Examples of topics covered include mononucleosis, pinkeye, bike helmets, ear infections, and fire ant bites.

**Type of  
Sponsor:** Hospital

**Address:** <http://www.childrens.com/primtabl.htm>

5/98

**Notes:**

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## PEOPLE OF EVERY STRIPE

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**Name:** People of Every Stripe

**Sponsor:** People of Every Stripe

**Description:** This is the Web site for a company that makes a wide range of dolls for classroom use. Dolls available include ethnic dolls, as well as dolls with disabilities and other differences (for example, a "heavy doll"). The site features a link to an online version of the companion newsletter provided to purchasers of the doll. The articles in the newsletter cover topics such as multicultural education, children's understanding of identity and prejudice, and ways to use the dolls in the classroom. Children's books are also reviewed in the newsletter.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.teleport.com/~people/>

**Contact:** people@teleport.com

**Postal  
Address:** People of Every Stripe  
P.O. Box 12505  
Portland, OR 97212  
503-282-0612  
503-282-0615 (Fax)

5/98

**Notes:**

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## PEP: PARENTS-EDUCATORS-PUBLISHERS

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**Name:** PEP: Parents-Educators-Publishers

**Sponsor:** Custom Computers for Kids

**Description:** The PEP site is an information source for parents, educators, and children's software publishers. It has a listing of educational software publishers, software reviews, a computer calendar, a list of computer camps for kids, and descriptions of school projects that incorporate technology in the classroom.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.microweb.com/pepsite/>

**Contact:** Anne Bubnic (OCKidTalk@aol.com)

**Postal  
Address:** Custom Computers for Kids  
3 Oak Forest Road  
Novato, CA 94949-6631  
415-382-1818  
415-382-1717 (Fax)

5/98

**Notes:**

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## PERPETUAL PRESCHOOL

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**Name:** Perpetual Preschool

**Sponsor:** Daylene Brackbill

**Description:** This site presents preschool teachers' ideas for various classroom activities organized in "Learning Centers." Sections include art area, block area, dramatic play area, math and manipulation area, quiet area, sand and water table ideas, and science area. The site also contains information on other topics such as music and movement, outdoor play, High/Scope, health and safety, and professional development. Teachers are encouraged to submit ideas for posting.

**Type of  
Sponsor:** Individual

**Address:** <http://members.aol.com/aactchrday/index.html>

**Contact:** Daylene Brackbill (aactchrday@aol.com)

**Postal  
Address:** Perpetual Preschool  
815 Magnolia  
Upland, CA 91786

5/98

**Notes:**

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## PRESCHOOL TEACHER

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**Name:** Preschool Teacher

**Sponsor:** Stormie Seevers

**Description:** This site contains curriculum and activity ideas for preschool classrooms, arranged by month. The site's creator attempts to: (1) follow guidelines for "developmentally appropriate practices" as set forth by NAEYC; (2) plan activities that reflect the ethnic and cultural backgrounds of all children in the classroom; (3) for the most part, avoid worksheets and "craft" projects, opting instead to provide open-ended activities; (4) teach letter and number recognition through games and everyday activities, not rote memorization and printing; (5) allow children to learn at their own pace through discovery learning centers; (6) include a variety of activities in math, science, language, music and movement, creative drama, and art; (7) focus on skills in the areas of thinking, physical, social/emotional, and language development; and (8) be flexible.

**Type of  
Sponsor:** Individual

**Address:** <http://www.bv.net/~stormie/>

**Contact:** Stormie Seevers (stormie@bv.net)

6/98

**Notes:**

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## PRESCHOOL ZONE

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**Name:** Preschool Zone: Resources for Early Childhood Special Education

**Sponsor:** Linda Bastiani

**Description:** This site, devoted to preschool special education, offers teaching ideas organized by theme, along with a database of teaching ideas to download. Links to school Web pages and research articles on special education issues are provided. There is also an opportunity to submit and respond to (via email) personal accounts about how inclusion is being implemented around the country.

**Type of Sponsor:** Individual

**Address:** <http://www4.mcps.k12.md.us/schools/PEP/pz.html>

**Contact:** bastiani@umd5.umd.edu

6/98

**Notes:**

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## PREVLIN: PREVENTION ONLINE

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**Name:** PREVLIN: Prevention Online

**Sponsor:** National Clearinghouse for Alcohol and Drug Information

**Description:** The PREVLIN site provides access to 10 searchable databases and various prevention materials, including the *Prevention Primer*, a reference tool for prevention practitioners. The primer incorporates the principles of a public health approach to preventing alcohol, tobacco, and other drug problems in its summaries of issues and strategies. It provides a brief history of prevention efforts and an overview of key topics, issues, principles, and approaches that have proven successful. The *Prevention Primer* can be accessed from the "Publications Catalog" section of the site under titles for "Prevention Program Planners," or directly at <http://www.health.org/pubs/primer/>. PREVLIN also has links to a section for kids that includes "Be Smart, Don't Start," "How Can I Say No?," and "Internet Safety."

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.health.org/>

**Contact:** [webmaster@health.org](mailto:webmaster@health.org)

**Postal Address:** National Clearinghouse for Alcohol and Drug Information  
P.O. Box 2345  
Rockville, MD 20847-2345  
800-729-6686  
301-468-2600  
800-487-4899 (TDD)  
301-468-6433 (Fax)

5/98

**Notes:**

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## PROJECT APPLESEED

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**Name:** Project Appleseed

**Sponsor:** The National Campaign for Public School Improvement

**Description:** Project Appleseed is a nonprofit national campaign advocating improvement in public schools by increasing parental involvement in all 15,000 public school districts in the United States. Through this Web site, the campaign gives parents, educators, and administrators the ability to start parental involvement campaigns in their local schools. Features of this site include: the parental involvement pledge to be distributed in schools; information on workshops; full-text articles, handbooks, checklists, and other resources which provide information on parent involvement; the *Project Appleseed Today* newsletter; and links to other educational sites.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://members.aol.com/pledgenow/appleseed/index.html>

**Contact:** [pledgenow@aol.com](mailto:pledgenow@aol.com)  
[appleseed@k12mail.com](mailto:appleseed@k12mail.com)

**Postal  
Address:** Project Appleseed  
National Campaign Headquarters  
7209 Dorset at Midland Boulevard  
St. Louis, MO 63130-3017  
314-725-2319 (Fax)

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**Notes:**

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## THE PROJECT APPROACH

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**Name:** The Project Approach

**Sponsor:** Dr. Sylvia Chard, in conjunction with the University of Alberta

**Description:** This site is about the "project approach," which involves in-depth study of a topic undertaken by a class, a group, or an individual child. It includes a discussion of what projects are, an outline of how to conduct a project, and examples of several projects such as "The Cafeteria," "The Hospital," "Rocks," and "The Iditarod." Teachers are invited to submit a summary of a project they have done in their classroom for possible inclusion on the site. The site also includes information on how to join an unmoderated listserv dedicated to the project approach.

**Type of Sponsor:** Individual, University

**Address:** <http://www.ualberta.ca/~schard/projects.htm>

**Contact:** Dr. Sylvia Chard (Sylvia.Chard@UAlberta.Ca)

**Postal Address:** Dr. Sylvia Chard  
Department of Elementary Education  
551 Education Centre South  
University of Alberta  
Edmonton, Alberta T6G 2G5  
403-492-4273 ext. 236

5/98

Notes:

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## READYWEB

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**Name:** ReadyWeb

**Sponsor:** ERIC Clearinghouse on Elementary and Early Childhood Education

**Description:** The focus of this site is twofold: helping children get ready for school and helping schools get ready for children. An explanation of the difference between these two concepts entitled *Readiness: Children and Schools* is provided in an ERIC digest by Dr. Lilian G. Katz. The site features a full-text virtual library divided into these sections: (1) "Tips for Parents"; (2) "Research, Statistics, and Definitions"; and (3) "Getting Schools Ready for Children." The virtual library contains full-text copies of ERIC Digests, articles, and other resources on these topics. The site also provides a bibliography of additional resources and links to other publications on these topics, as well as a search engine.

**Type of  
Sponsor:** Government, University

**Address:** <http://readyweb.crc.uiuc.edu/>

**Contact:** readyweb@ericps.crc.uiuc.edu

**Postal  
Address:** ReadyWeb  
c/o ERIC/EECE  
University of Illinois  
51 Gerty Drive  
Champaign, IL 61820-7469  
800-583-4135  
217-333-1386  
217-333-3767 (Fax)

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**Notes:**

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## RESOURCES FOR MULTIAGE EDUCATION HOME PAGE

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**Name:** Resources for Multiage Education Home Page

**Sponsor:** Russell Yates, Chimacum Elementary School

**Description:** This Web site is dedicated to helping teachers and administrators interested in multiage education find and gather relevant resources. It contains materials that teachers at Chimacum Elementary and other educators have collected, created, or modified, along with links to other places on the Web and references to print materials that were found to be especially helpful.

**Type of  
Sponsor:** Individual, School

**Address:** <http://www.chimacum.wednet.edu/elementary/Resources.html>

**Contact:** Russell Yates (graywolf@olympus.net)

**Postal  
Address:** Chimacum Elementary School  
P.O. Box 278  
Chimacum, WA 98325

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**Notes:**

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## RETHINKING SCHOOLS ONLINE

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**Name:** Rethinking Schools Online

**Sponsor:** Rethinking Schools

**Description:** Rethinking Schools began as a local effort by Milwaukee-area teachers to improve education in their own classrooms and schools and to help shape reform throughout the public school system in the United States. Since its founding in 1986, it has grown into a nationally prominent publisher of educational materials. Its Web site includes articles from its quarterly journal, information about its publications, and a selection of links to Web sites for educators and activists. A search of the site's index of articles will identify articles related to early childhood education.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.rethinkingschools.org/>

**Contact:** [webrs@execpc.com](mailto:webrs@execpc.com)

**Postal  
Address:** 1001 E. Keefe Avenue  
Milwaukee, WI 53212  
414-964-9646  
800-669-4192  
414-964-7220 (Fax)

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**Notes:**

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## SCHOOL IMPROVEMENT RESEARCH SERIES

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**Name:** School Improvement Research Series

**Sponsor:** Northwest Regional Educational Laboratory (NWREL)

**Description:** This site, created by the Northwest Regional Educational Laboratory, one of a network of regional educational laboratories funded by the U.S. Department of Education, includes the full text of: (1) topical syntheses of research findings and bibliographic information on special topics; (2) close-ups (brief articles) on specific methods and techniques that can be adopted as part of school improvement efforts, including statements of research results, examples of practices, and bibliographic information; and (3) snapshots (descriptive articles) describing exemplary uses of effective schooling practices.

**Type of Sponsor:** Government

**Address:** <http://www.nwrel.org/scpd/sirs/>

**Contact:** [webmaster@nwrel.org](mailto:webmaster@nwrel.org)

**Postal Address:** NWREL  
101 SW Main Street, Suite 500  
Portland, Oregon 97204  
503-275-9519  
503-275-9489

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**Notes:**

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## SCHOOLS AND LIBRARIES CORPORATION

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**Name:** Schools and Libraries Corporation

**Sponsor:** Schools and Libraries Corporation

**Description:** The Schools and Libraries Corporation is an entity created by the Federal Communications Commission (FCC) to process applications from schools and libraries for discounted rates ("E-rate") for telecommunications services. This Web site provides information about applying for these services.

**Type of  
Sponsor:** Government

**Address:** <http://www.slcfund.org/>

**Contact:** [question@slcfund.org](mailto:question@slcfund.org)  
888-203-8100  
888-276-8736 (Fax)

6/98

**Notes:**

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## SCIENCE LEARNING NETWORK

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**Name:** Science Learning Network (SLN)

**Sponsor:** National Science Foundation; Unisys

**Description:** The Science Learning Network includes educators, students, schools, and science museums. The SLN project exploits inquiry-based teaching approaches and online technology to demonstrate a new model for science education for grades K-8. The Web site presents projects designed by participating museums, a chat room and bulletin board to encourage communication, and links to various science museum Web sites.

**Type of Resource:** Government, Commercial

**Address:** <http://www.sln.org/>

**Contact:** [webteam@www.sln.org](mailto:webteam@www.sln.org)

5/98

Notes:

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## THE SCOOP: CHILDREN'S BOOK NEWS

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**Name:** The Scoop: Children's Book News

**Sponsor:** The Scoop

**Description:** This site offers reviews of children's books; activities for children; information about books and activities for teachers, educators, and home schoolers; special interviews with authors and illustrators; and links to other sites. Early childhood materials are included.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.friend.ly.net/scoop/>

**Contact:** [scoop@friend.ly.net](mailto:scoop@friend.ly.net)

6/98

**Notes:**

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## SEARCH INSTITUTE

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**Name:** Search Institute

**Sponsor:** Search Institute

**Description:** The Search Institute is an independent, nonprofit organization committed to contributing to the knowledge base about child and youth development, as well as translating high-quality research on children and youth into practical ideas, tools, services, and resources. Information is available for communities, families, schools, youth-serving organizations, congregations, policy makers, and visitors. The site features the following sections: "What's New," "Research," "Publications and Resources" (some are full-text), "Training," and "Participate."

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.search-institute.org/>

**Contact:** [si@search-institute.org](mailto:si@search-institute.org)

**Postal  
Address:** Search Institute  
700 S. Third Street  
Minneapolis, MN 55415-1138  
612-376-8955  
800-888-7828

6/98

**Notes:**

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## SEA WORLD/BUSCH GARDENS ANIMAL INFORMATION DATABASE

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**Name:** Sea World/Busch Gardens Animal Information Database

**Sponsor:** Sea World and Busch Gardens, Inc.

**Description:** In order to increase student competency in science and other disciplines while creating an appreciation and respect for living creatures and the natural environment, this database aims to be an educational resource for all members of the community. The "Animal Resources" section contains detailed information and graphics about various animals. The "Career Information" section provides opportunities to learn about careers in marine science. The "Educational Resources" section includes curriculum guides at three educational levels: K-3, 4-8, and 9-12. "What's New on the Database?" provides updated information about additions and changes to the database. "Shamu TV" provides 30-minute educational programs to be used in classrooms.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.seaworld.org/>

**Contact:** shamu@seaworld.org

**Postal  
Address:** Sea World Florida  
Education Department  
7007 Sea World Drive  
Orlando, FL 32821-8097  
407-351-3600  
800-406-2244

Busch Gardens Tampa  
Conservation and Education Department  
P.O. Box 9158  
Tampa, FL 33674-9158  
813-987-5171

5/98

**Notes:**

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## SPECIAL EDUCATION RESOURCES ON THE INTERNET

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**Name:** SERI: Special Education Resources on the Internet

**Sponsor:** Roseann Horner

**Description:** Special Education Resources on the Internet is a hub site with numerous links to Internet-accessible information resources of interest to those involved in fields related to special education. Topics are: general disabilities information, university-based information, disability products and commercial sites, associations and national organizations, legal and law resources, parents' and educators' resources, special education discussion groups, medicine and health, mental retardation, hearing impairment, physical and health disorders, behavior disorders, learning disabilities, vision impairment, attention deficit disorder, autism, speech impairment, gifted and talented, special needs and technology, psychology, inclusion resources, and transition resources.

**Type of  
Sponsor:** Individual

**Address:** <http://www.hood.edu/seri/serihome.htm>

**Contact:** Roseann Horner (horner2@ix.netcom.com)

6/98

**Notes:**

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## SPECIALINK: THE NATIONAL CHILD CARE INCLUSION NETWORK

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**Name:** Specialink: The National Child Care Inclusion Network

**Sponsor:** Specialink

**Description:** Specialink is a Canadian resource and research helpline which provides personalized responses to specific questions received via email or its 800 number; referrals to other organizations; and sources of help, information, and technical assistance. It also provides the Specialink newsletter (full-text on this site), fact sheets, books and videos, and a speaker's bureau. The goal of Specialink is to expand the quality and quantity of opportunities for inclusion in child care, recreation, education, and other community settings to young children with special needs and their families.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://highlander.cbnet.ns.ca/~specialink/>

**Contact:** [speclink@highlander.cbnet.ns.ca](mailto:speclink@highlander.cbnet.ns.ca)

**Postal  
Address:** Specialink  
P.O. Box 775  
Sydney, Nova Scotia B1P 6G9  
902-562-1662  
800-840-LINK  
902-539-9117 (Fax)

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**Notes:**

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## SUPERKIDS EDUCATIONAL SOFTWARE REVIEW

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**Name:** SuperKids Educational Software Review

**Sponsor:** Knowledge Share LLC (supported by various commercial sponsors and advertisers)

**Description:** SuperKids strives to be an impartial source of information about children's software for parents and teachers. The reviews are compiled by a staff editor based on review forms completed by a team of parents, teachers, and children. The site contains reviews of math, art and drawing, and early learning software, among others.

**Type of Sponsor:** Commercial

**Address:** <http://www.superkids.com/>

**Contact:** [editor@superkids.com](mailto:editor@superkids.com)

5/98

**Notes:**

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## TEACHER/PATHFINDER

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**Name:** Teacher/Pathfinder: An Educational Internet Village

**Sponsor:** U.S. Department of Education

**Description:** Organized as a "village," this hub site provides links to various education-related sites in categories such as "community center," "support offices," "schoolhouse," "parent building," and "professional development," as well as links to a "teachers' village" and sites related to Goals 2000. The schoolhouse section provides links for lesson plan ideas in several subject areas. It also provides links on the following topics: general education resources, immersive curriculum, integrated curriculum, library, special needs, school reform, school to work, and assessment.

**Type of  
Sponsor:** Government

**Address:** <http://teacherpathfinder.org/>

**Contact:** Dianne Eash, Project Director (deash@aol.com)

6/98

**Notes:**

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## TEACHERS.NET

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**Name:** Teachers.Net

**Sponsor:** Teachers.Net

**Description:** This site offers numerous resources for teachers, both for lesson planning and networking. A search engine is provided to locate lesson plans (users can search by age level; for example, "preschool"); chat boards are available; a "library" section offers links to reference materials; and announcements and job information are provided.

**Type of  
Sponsor:** Commercial

**Address:** <http://www.teachers.net/>

**Contact:** info@teachers.net  
webmaster@teachers.net

**Postal  
Address:** Teachers.Net  
3820 Haines Street, Suite 1  
San Diego, CA 92109-6345  
619-272-3274

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**Notes:**

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## TRIED AND TRUE: TESTED IDEAS FOR TEACHING AND LEARNING

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**Name:** Tried and True: Tested Ideas for Teaching and Learning from the Regional Educational Labs

**Sponsor:** U.S. Department of Education

**Description:** This Web site summarizes 16 tested ideas for improving teaching and learning which were developed by, and are available from, the Regional Educational Laboratories (contact information is provided for each summary). The Regional Educational Laboratory Program (the "Lab Program") is the U.S. Department of Education's largest research and development investment and is designed to help educators, policy makers, and communities improve schools and help all students attain their full potential. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 Regional Labs works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available research and knowledge from practice.

**Type of  
Sponsor:** Government

**Address:** <http://www.ed.gov/pubs/riedandtrue/index.html>

6/98

**Notes:**

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## UNICEF

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**Name:** UNICEF

**Sponsor:** United Nations Children's Fund

**Description:** The United Nations Children's Fund is the United Nations organization devoted to the well-being of the world's children. UNICEF focuses on child survival and development, the rights of children, and human development. Several full-text UNICEF publications are available on this site, including *State of the World's Children*, *Progress of Nations*, the text of the *Convention of the Rights of the Child*, and the *World Summit for Children* papers.

**Type of  
Sponsor:** Nonprofit organization

**Address:** <http://www.unicef.org/>

**Contact:** [netmaster@unicef.org](mailto:netmaster@unicef.org)

**Postal  
Address:** UNICEF Headquarters  
UNICEF House  
3 UN Plaza  
New York, NY 10017  
212-326-7000  
212-888-7465 (Fax)  
212-888-7454 (Fax)

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**Notes:**

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## U.S. CHARTER SCHOOLS

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**Name:** U.S. Charter Schools

**Sponsor:** WestEd; California State University Institute for Education Reform;  
U.S. Department of Education

**Description:** This site gives an overview of the charter school movement, with selected references to organizations and resources that provide helpful information to those practitioners, policy makers, and members of the public beginning to look at charter schools. Major areas of the site cover starting and running charter schools (full-text resources are available), state and school profiles, directory resources and links, and searching other charter school sites.

**Type of Sponsor:** Nonprofit organization, University, Government

**Address:** <http://www.uscharterschools.org/>

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**Notes:**

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## U.S. DEPARTMENT OF EDUCATION

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**Name:** U.S. Department of Education

**Sponsor:** U.S. Department of Education

**Description:** This site provides a wide range of information of interest to early childhood educators and many links that make it a central site in finding and using education-related information on the Internet. Of special interest is the *Teacher's Guide to the U.S. Department of Education*. The site contains listings and contact information for Department personnel; press releases and speeches; and points to all regional educational laboratories, ERIC Clearinghouses, and federally funded research centers that have Web sites. The full texts of many publications for parents and for early childhood and K-3 educators are also included.

**Type of  
Sponsor:** Government

**Address:** <http://www.ed.gov/>

**Contact:** webmaster@inet.ed.gov  
CustomerService@inet.ed.gov

**Postal  
Address:** U.S. Department of Education  
600 Independence Avenue SW  
Washington, DC 20202-0498  
800-USA-LEARN  
800-437-0833 (TTY)  
202-401-0689 (Fax)

5/98

**Notes:**

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## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

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**Name:** U.S. Department of Health and Human Services (DHHS)

**Sponsor:** U.S. Department of Health and Human Services

**Description:** This site is useful in identifying programs, grant recipients, and organizations funded by DHHS. It provides information about DHHS, its agencies, and its employees, in addition to consumer and policy information. Of particular interest is the link to the Administration for Children and Families. Their page features information on a variety of programs such as Head Start and the Child Care Bureau.

**Type of  
Sponsor:** Government

**Address:** <http://www.os.dhhs.gov/>

**Contact:** For comments about the Web page: [Webmaster@os.dhhs.gov](mailto:Webmaster@os.dhhs.gov)  
To contact HHS Secretary or officials: [hhsmail@os.dhhs.gov](mailto:hhsmail@os.dhhs.gov)

**Postal  
Address:** U.S. Department of Health and Human Services  
200 Independence Avenue SW  
Washington, DC 20201  
202-619-0257

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**Notes:**

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## U.S. STATE DEPARTMENT OFFICE OF OVERSEAS SCHOOLS

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**Name:** U.S. State Department Office of Overseas Schools

**Sponsor:** U.S. Department of State

**Description:** This site provides contact and background information on worldwide American-sponsored elementary and secondary schools overseas, current fact sheets on the 192 American international schools, and helpful job hunting links.

**Type of Sponsor:** Government

**Address:** [http://dosweb.lib.uic.edu/www/about\\_state/schools/](http://dosweb.lib.uic.edu/www/about_state/schools/)

**Contact:** Keith D. Miller, Director (keith.d.miller@dos.us-state.gov)  
703-875-7975

**Postal Address:** Office of Overseas Schools  
U.S. Department of State  
Room 245, SA-29  
Washington, DC 20522-2902  
703-875-7800  
703-875-7979 (Fax)

6/98

**Notes:**

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## WALDORF EDUCATION

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**Name:** Waldorf Education

**Sponsor:** Rudolf Steiner College

**Description:** Waldorf education (kindergarten through high school) is an alternative educational philosophy that "strives to awaken the child to his or her full potential by educating the whole human being, hand and heart as well as mind. Recognizing basic laws of child development and using innovative educational practices with a rich curriculum, Waldorf teachers strive to cultivate in their students a love of learning, imagination, and compassion for others, as well as clear thinking and academic excellence." This Web page describes the Waldorf philosophy and provides information on courses and links to related sites.

**Type of  
Sponsor:** College

**Address:** <http://www.steinercollege.org/waldorf/index.html>

**Contact:** Stephen Cradock (cradock@steinercollege.org)

**Postal  
Address:** Rudolf Steiner College  
9200 Fair Oaks Boulevard  
Fair Oaks, CA 95628  
916-961-8727

6/98

**Notes:**

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## WEB66

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**Name:** Web66: A K12 World Wide Web Project

**Sponsor:** University of Minnesota College of Education & Human Development and the Center for Applied Research and Educational Improvement; Hillside Elementary School; 3M

**Description:** Intended to invoke the image of the original Route 66, which became a symbol of the highway system that first linked the United States geographically, Web66 offers information to educators who want to set up their own Internet servers. Key features include a registry of K-12 schools on the Web; "Mustang" (a Web "cruising vehicle"), which provides several resources to help educators use the Internet effectively; and a mail discussion group for teachers.

**Type of Sponsor:** University, School, Commercial

**Address:** <http://web66.coled.umn.edu/>

**Contact:** Stephen E. Collins, Webmaster  
(WebMaster@web66.umn.edu)

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**Notes:**

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## WHALES: A THEMATIC WEB UNIT

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**Name:** Whales: A Thematic Web Unit

**Sponsor:** Kimberlye P. Joyce

**Description:** This Web site on whales provides a thematic unit for cooperative learning across an integrated curriculum. Teachers can access lesson plans, bibliographies, book reviews, a glossary, a virtual field trip, and homework suggestions. Student activities (some are aimed at K-3 students) include whale-related projects in language arts, math, science, critical thinking, and social studies. There are also links to other whale-related sites, including The Directory of Aquaria, an exhibit at the Smithsonian called Ocean Planet, and the Whale Adoption project.

**Type of  
Sponsor:** Individual

**Address:** <http://curry.edschool.Virginia.EDU/go/Whales/>

**Contact:** Kimberlye P. Joyce, Curator (kjoyce@richmond.edu)

**Postal  
Address:** Kimberlye P. Joyce  
University Computing  
Jepson Hall G12  
University of Richmond  
Richmond, VA 23172  
804-287-6872  
804-289-8988 (Fax)

5/98

**Notes:**

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## WHITE HOUSE CONFERENCE ON EARLY DEVELOPMENT AND LEARNING

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**Name:** White House Conference on Early Development and Learning

**Sponsor:** White House

**Description:** This Web page describes the April 17, 1997 White House Conference on Early Development and Learning. In addition to describing the conference, the site features the Children's Health and Safe Start Initiatives, remarks by the President and First Lady at the conference on the importance of the earliest years of life for brain development, and policy announcements related to these initiatives.

**Type of  
Sponsor:** Government

**Address:** <http://www.whitehouse.gov/WH/New/ECDC/>

**Contact:** [president@whitehouse.gov](mailto:president@whitehouse.gov)

6/98

**Notes:**

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## A WORLD OF KINDERGARTENS

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**Name:** A World of Kindergartens

**Sponsor:** A World of Kindergartens

**Description:** The information found at this site comes from a discussion list composed of kindergarten, pre-primary, preschool, and primary teachers from around the world who joined together to provide curriculum support to each other. Teaching resources are provided alphabetically, along with links to other useful sites.

**Type of  
Sponsor:** Individual

**Address:** <http://www.iup.edu/~njyost/KHI/KHI.htmlx>

**Contact:** Nancy (njyost@grove.iup.edu)

6/98

**Notes:**

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## ZERO TO THREE

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**Name:** ZERO TO THREE: National Center for Infants, Toddlers & Families

**Sponsor:** ZERO TO THREE

**Description:** ZERO TO THREE fosters a multidisciplinary network of people around the country who are concerned about the needs of infants, toddlers, and families. It also functions as an Early Head Start National Resource Center and develops and conducts training for the birth to 3 programs that are part of Head Start. The ZERO TO THREE site is divided into two major sections, "For Parents" and "For Professionals." The section for professionals describes programs, projects, and professional development services sponsored by the organization and offers information on publications that can be ordered, including the *Zero to Three Bulletin*.

**Type of Sponsor:** Nonprofit organization

**Address:** <http://www.zerotothree.org/>

**Contact:** 0to3@zerotothree.org

**Postal Address:** ZERO TO THREE  
734 15th Street NW  
Washington, DC 20005  
202-638-1144  
202-638-0851 (Fax)

5/98

**Notes:**

## **Chapter 4**

### **Finding and Using ERIC on the Internet**

The ERIC database is available for searching at several locations on the Internet. By way of introduction, the first part of this chapter explains some general concepts and provides some general tips related to searching the ERIC database. These concepts and tips have always been applicable to searching ERIC on CD-ROM, and many of them also apply when searching the ERIC database at some locations on the Internet. The second part of the chapter describes some of these locations on the Internet where users can search the ERIC database to find information related to early childhood education. Then, the last part of the chapter discusses searching for information from ERIC other than the ERIC database.

## Concepts and Tips Related to Searching the ERIC Database

An effective search of the ERIC database gives consideration to:

- a term or terms that describe the topic you are interested in;
- a term or terms that describe the age or educational level you are interested in; and
- publication types or other codes that further narrow your search to the types of materials you want to retrieve.

If you are searching the ERIC database in a library on CD-ROM or on a library network, ask a librarian for assistance in constructing your search. If you need more assistance or cannot find what you are looking for, or if you are searching the ERIC database on the Internet and need help constructing your search, call us at 800-583-4135. We offer no-cost advice on constructing search strategies.

### Subject Terms

ERIC indexes documents and journal articles according to the specific concepts discussed in the text. While the software to search the ERIC database (on the Internet or on CD-ROM) is becoming easier to use every year, research supports the observation that occasional users of ERIC will be unable to find what they are looking for unless they use multiple terms to describe the topic of their search. ERIC calls terms that describe the subject of a document *descriptors* or *identifiers*.

*Descriptors* are terms assigned to documents and journal articles by the people who prepare the ERIC database records. The format of descriptors is not always intuitive (for example, descriptors are not consistently plural or singular forms of words). For that reason, you will want to look up the descriptor terms that you want to use so that you use the form of the term that ERIC uses. The advantage of using descriptors in your search is that your search results are more likely to be "on target" and will contain fewer off-topic citations. A list of descriptors is maintained in the *Thesaurus of ERIC Descriptors*.

Many systems require that you specify whether you are searching in the descriptor "field" for the term that you specify. If you do not indicate that you are searching only the descriptor field, the system *may* assume you want to look for the term in the title, abstract, descriptor, and/or other fields. Looking for the term anywhere in a record (rather than in the descriptor field) will increase the number of items that you retrieve, but some of those items will not contain much information about the topic represented by the term. On the other hand, if you are unable to

find what you want while searching by descriptor, try entering the words that describe what you are looking for and browsing through the records you retrieve. If you are able to locate even one document that is "on target," note how that document is indexed, and try the combination of descriptors and other terms that ERIC seems to have used to index that item.

In the appendix is a listing of the descriptors used most frequently by the ERIC Clearinghouse on Elementary and Early Childhood Education to index documents and journal articles. The list does not include all the descriptors we use, but it is a helpful list to have when you are designing a search and want to know the format of a specific term (singular, plural, etc.).

*Identifiers* are either proper nouns or terms that may become descriptors. These terms can also be extremely useful in your search. For example, if you are looking for information about Piaget, you can look for the term

Piaget (Jean)

in the identifier field and be assured that Piaget and his work are actually discussed in the document. A list of identifier terms is maintained by ERIC in its *Identifier Authority List*.

### **Age Level and Education Level Terms**

Age level and education level terms are found in many ERIC database records. Education level terms are assigned to most documents and journal articles. Age level terms are not required in each record, but many records about early childhood topics do include an age level term. Lists of education level and age level terms are included in the appendix.

Example 1: If you want to retrieve information on early childhood development or education and you use only the term "early childhood" in your search, you will miss whole categories of information you are probably interested in. To retrieve documents and journal articles that include all the age groups of children in the early childhood years (birth through age 8), you must use *all* of the following terms:

Young Children  
Infants  
Toddlers  
Kindergarten Children  
Elementary School Students

Of course, by using elementary school students in your search, you will retrieve a lot of documents that really deal with older children as well as younger ones but, if you do not include this term, you will miss the documents that discuss K-3 children in K-8 settings. For many purposes, using the first four terms is sufficient, but it is useful to remember the fifth term as well.

Example 2: If you are interested in a comprehensive set of documents on the education of children in the early childhood years, the following terms should be used:

Early Childhood Education  
Preschool Education

Primary Education  
Grade 1  
Grade 2  
Grade 3  
Elementary Education  
Elementary Secondary Education

The same cautions apply here as in the earlier example. For many situations, the last two terms may be unnecessary. You should experiment and see which strategy suits your information needs best.

### **Publication Types**

Publication type codes are assigned to every document and journal article and refer to the "form" of the publication. For example, if you are interested only in research on a particular topic, or only in teacher-produced materials, or only in journal articles, ERIC has features that allow you to narrow your search to materials that fit your needs. A list of publication types is included in the appendix.

### **RIE and CIJE**

Note that the ERIC database is really comprised of two parts. One part consists of documents. This part is known as *Resources in Education* (RIE). Documents are identified by an ERIC accession number beginning with the prefix "ED" (for "ERIC Document")—for example, ED356100. The other part consists of journal articles. This part is known as *Current Index to Journals in Education* (CIJE). Articles are identified by an ERIC accession number beginning with the prefix "EJ" (for "ERIC Journal Article")—for example EJ463006. When searching the ERIC database, the distinction between these two parts is usually transparent, though it is typically possible to limit your search to one or the other of these. On the Internet, the two parts of the database may be accessible separately (see explanations below).

### **Searching the ERIC Database on the Internet**

All of the ERIC database sites listed here offer the ERIC database to Internet users at no charge. Because of the popularity of the ERIC database sites, however, they are often busy and can be difficult to access. The degree of difficulty you encounter in connecting to a database site often depends on the time of day and the geographic location of the server; if a site is busy or denies you access, a good rule of thumb is to try connecting another time, when it is early in the day or late in the evening.

Note that collections of items from the ERIC database are not typically as thorough on the Internet as on CD-ROM. For example, a CD-ROM product may contain a two-disk set that contains the entire database back to 1967. On the Internet, only database items from a certain date, perhaps 1989, may be available; or only RIE or CIJE items may be available. Please read the instructions or notes that introduce the search feature so that you will know exactly what you are searching.

Because there are other good places to search the ERIC database, ERIC/EECE does not offer a feature on its Web site for searching the database. However, early childhood educators who

visit the ERIC/EECE Web site will find a menu item called "Search the ERIC Database." (Note: As the site is periodically redesigned, this phrase may change slightly, but the meaning should be obvious.) This menu item links to the Search page at the ERIC Clearinghouse on Assessment and Evaluation, which is described below.

**ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)**

<http://ericae.net/>

<http://ericae.net/search.htm>

This ERIC Clearinghouse maintains a list of links to a number of sites on the Internet where users can search the ERIC database. It's a good place to start when you want to locate information from the database. Some of the searching features are located right on the ERIC/AE Web site. These are explained here.

**Search Wizard.** This search feature allows users to identify descriptors from the *Thesaurus of ERIC Descriptors*. After you type a proposed descriptor (just type in a word; you don't have to know whether it's a descriptor or not) in the search box, you can "look up" the term. In a separate frame you will be shown descriptors similar to the word you typed. Then you can decide whether or not to add this descriptor term to your search strategy. You are allowed three search boxes into which to type terms. When all your terms are selected, submit the search.

The Search Wizard also allows searching by author name and by keyword in the title. Simply type the name or word in the first search box, then select "refresh" followed by "submit." Search Wizard includes a "more like this" feature. That is, when you get your list of documents, each one will have an icon next to it that means "click here if you want to see more documents like this one."

The Search Wizard searches both CIJE and RIE. It searches the database back through 1976. It is updated quarterly.

**Expert Search Strategies.** This feature allows users to run search strategies that have been devised by information service personnel at ERIC clearinghouses. Just click on the name of a search category (e.g., "Exceptional Children"). Then click on the name of one of the searches in this category (e.g., "Models for Teaching Gifted Children"), and the appropriate search strategy is loaded into the Search Wizard. You can modify the strategy if you want or submit it as is.

**Webinator.** This search feature on the ERIC/AE Web site uses Thunderstone's WebScript search engine to provide searching by keyword. It searches the database through 1976, searches both RIE and CIJE, and allows Boolean searching (i.e., you can combine words using AND, OR, and NOT). It includes a "more like this" feature.

**AskERIC Web site at the ERIC Clearinghouse on Information and Technology (ERIC/IT)**

<http://www.askeric.org/>

Select "Search ERIC Database" from the list of options beneath the graphic image.

This Web site uses the P1 Web search engine to allow searching of both CIJE and RIE back through 1989. It is updated monthly. The interface permits multiple-term (up to three)

searching in several fields (author, title, ERIC number, descriptor, identifier, publication type, publication date) with Boolean operators (i.e., AND, OR, and NOT). The page provides a list of Frequently Asked Questions about searching the database and provides ERIC-specific and PLWeb-specific searching tips.

### **ERIC Document Reproduction Service (EDRS)**

<http://www.edrs.com/>

Choose "Search and Order."

This search feature searches the complete RIE back through 1966. It requires a login and password (for recordkeeping purposes; i.e., the user supplies login and password which the system subsequently tracks). The search engine allows searching in most resume fields (author, title, ERIC number, ERIC clearinghouse, descriptor, identifier, publication type and date, abstract). When the search is completed, you can view the record in the ERIC database for that document. Subsequently, you may order copies of the documents online from EDRS (except for those few documents for which ERIC does not have reproduction permission). There is a fee for ordering copies. The fee will be listed in the ordering information, and you will need to open an account with EDRS or use a credit card to purchase the item. In most cases, items can be delivered in paper copy, fax, or microfiche. In those cases where ERIC has permission from the document's copyright holder to reproduce the document in electronic format, the document can be delivered electronically via FTP.

### **ACCESS ERIC**

<http://www.aspensys.com/eric/>

<http://www.aspensys.com/eric/searchdb.html>

ACCESS ERIC maintains the ERIC central Web site. The "Search ERIC Database" page on this site doesn't actually contain a search engine. Rather, it offers general information on searching the ERIC database and provides a comparison of the features of four ERIC database search engines within the ERIC system (discussed above). It also provides links to these search engines so that, after reading about them, you can go right to them to do a search.

### **Other Places**

The places listed above for searching the ERIC database are all located at Web sites of ERIC clearinghouses or ERIC support components. There are also places outside the ERIC system where the ERIC database can be searched on the Internet (using WWW, TELNET, or TN3270). Some of these places are listed here.

- Auburn University
- University of Florida
- Harvard University
- University of Maine Library System
- University of Saskatchewan

We will not go into detail about using these search features. All of them, however, are listed on the "Search ERIC Database" page at the ERIC/AE Web site (discussed above). See that page for more information and for a hyperlink to the sites.

## Searching for Information from ERIC Other Than the ERIC Database

### **ERIC Digests at the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)**

<http://ericae.net/>

<http://ericae.net/search.htm>

We have already discussed searching the ERIC database from ERIC/AE. This clearinghouse also has a feature for searching the full collection of ERIC Digests. Go to the same "Search ERIC" page mentioned above and click on "Digests" at the top of the page. This search feature uses the Webinator that was described above.

### **ERIC Digests at the U.S. Department of Education**

<http://www.ed.gov/>

[http://www.ed.gov/databases/ERIC\\_Digests/index/](http://www.ed.gov/databases/ERIC_Digests/index/)

This page allows searching of the ERIC Digest collection by keyword or concept. The page also provides lists of Digests recently added to the collection.

### **Educational Tests at the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)**

<http://ericae.net/>

<http://ericae.net/testcol.htm>

The ERIC/AE "Test Locator" uses the Webinator search engine to search databases of educational and psychological tests prepared by the Educational Testing Service, the Buros Institute of Mental Measurements, and the Center for Equity and Excellence in Education. This search feature allows keyword searching, and in some instances, proximity searching and multiple keyword searching. The information you receive as a result of your search varies depending on the particular test database you've searched, but may include a short description, an abstract, and contact information.

### **Lesson Plans at the AskERIC Web site at the ERIC Clearinghouse on Information and Technology (ERIC/IT)**

<http://www.askeric.org/>

<http://www.askeric.org/Virtual/Lessons/>

This feature allows a keyword search of a collection of K-12 classroom lesson plans. The lesson plans are also browsable by topic.

### **AskERIC and Parents AskERIC**

If you are unable to find what you want searching the ERIC database on CD-ROM or on the Internet, or if you have a question about an education-related topic, remember that you can always send an electronic mail message containing your request for information and describing the topic you are interested in, to:

**askeric@askeric.org**

An ERIC staff member will do a search for you and return the results to you via electronic mail within two working days. The search will not be exhaustive, but it will include recent citations on the topic you request. This service is free to parents, teachers, administrators, and anyone else interested in education.

### **Toll Free Access to ERIC Services**

Similarly, if you are unable to use any of the services described above, you may call the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at 800-583-4135 and ask for a search of the ERIC database. Short searches are provided at no charge to all requesters.

## **Chapter 5**

### **The Internet and Early Childhood Educators: An ERIC Bibliography**

# The Internet and Early Childhood Educators: An ERIC Bibliography

May 1998

## Search Strategy

S1 S EARLY CHILDHOOD EDUCATION OR PRIMARY EDUCATION OR  
PRESCHOOL EDUCATION OR YOUNG CHILDREN OR PRESCHOOL  
CHILDREN OR KINDERGARTEN/DE OR GRADE 1 OR GRADE 2 OR  
GRADE 3  
S2 S INTERNET/DE OR WORLD WIDE WEB OR COMPUTER NETWORKS OR  
ELECTRONIC MAIL OR ONLINE SYSTEMS OR  
TELECOMMUNICATIONS/DEOR COMPUTER MEDIATED  
COMMUNICATION  
OR TELECONFERENCING/DE  
S3 S S1 AND S2

This search strategy was prepared for use with the DIALOG CD-ROM. The format of the commands is specific to the DIALOG search software. To use this search strategy on a different CD-ROM, online system, or on the Internet, please ask a librarian for assistance or call ERIC/EECE at 800-583-4135.

## ERIC Documents

ED411071 PS025745

### **Technology in a Head Start Parent Center.**

Hughes, Bob; Coyne, Peggy; Waddell, Sandy  
1997

9p.; Paper presented at the Annual Training Conference of the National Head Start Association (24th., Boston, MA, May 25-31, 1997).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Massachusetts

Unless children and parents have training and access to computers and the power they offer, computers create a barrier for them as they navigate a society that depends on computers for information and occupational advancement. This paper describes a program developed by North Shore Head Start in Beverly, Massachusetts and CAST (Center for Applied Special Technology) in Peabody, Massachusetts. The Salem Family Learning Center provides computer training and access for parents and teachers, training Head Start parents and teachers along with K-3 teachers. This training and access allows parents to use computers in ways that support their children's learning while increasing their own learning, and also forges connections between parents and teachers that ease the transition to school. Along with computer training and drop-in access to computers, the Center offers a range of family support services that include STEP training and AA meetings. After describing the program's history, how it works, and who it serves, the paper discusses plans to expand such sites to form a national network of Family and Community Literacy Centers. Plans include the creation of an

accessible computer network to link sites and resources, major program goals, and how the goals will be measured. (EV)

Descriptors: \*Adult Education; \*Computer Literacy; Computer Mediated Communication; Computer Uses in Education; \*Disadvantaged; Early Childhood Education; Inservice Teacher Education; \*Nonschool Educational Programs; Parent Participation; School Readiness

Identifiers: \*Access to Computers; Computer Resources; \*Family Resource and Support Programs; Project Head Start

ED409587 CS215937

**Teaching Your Child To Write: How Parents Can Encourage Writing Skills—for Success in School, Work, and Life.**

Fuller, Cheri

1997

224p.

ISBN: 0-425-15983-3

Available From: The Berkley Publishing Group, 200 Madison Avenue, New York, NY 10016 (\$12).

Document Not Available from EDRS.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New York

Target Audience: Parents

This book provides a comprehensive guide for parents who want to help their children develop an important skill, writing, in a fun and creative way. The book shares with parents successful classroom and workshop teaching methods. It also provides guidelines for home schooling parents. The book helps children become less intimidated by the English language through hundreds of ideas, tips, projects, and guidelines, so that they can become better writers, thinkers, and learners. Chapters in the book are: (1) "Kids Who Write"; (2) "The Building Blocks: Foundations for Writing in the Early Years"; (3) "Providing a Writing Environment"; (4) "Growing up Writing: Ages, Stages, and Readiness to Write"; (5) "How Writers Write: Understanding the Writing Process"; (6) "Writing Letters for Fun, Friends, and Profit"; (7) "Write Away Using E-mail to Boost Your Child's Writing Skills"; (8) "Across the Miles: Writing Family Newsletters and Neighborhood Newspapers"; (9) "Help, Mom I've Got to Write a Book Report"; (10) "Creative Journal Keeping: The Best Practice for Developing Writers"; (11) "Story Writing Exercises"; (12) "Bookmaking Projects for Children"; (13) "Writing Family History Stories"; (14) "Fun with Words: Word Play for Every Age"; (15) "Poetry Writing: The Magic of the Written Word"; and (16) "Helping Young Writers Break into Print." Appendixes contain a grammar guide; guidelines for assessing children's writing; and a list of magazines that publish young authors. Also attached is a list of ABC book ideas. (NKA)

Descriptors: \*Childrens Writing; Creative Expression; Early Childhood Education; Electronic Mail; Elementary Education; Emergent Literacy; Home Schooling; Parent Child Relationship; \*Parents as Teachers; Skill Development; Teaching Methods; \*Writing (Composition); \*Writing Exercises; Writing Processes; \*Writing Skills

Identifiers: Writing Contexts; \*Writing Motivation

ED408064 PS025466

**A Teaching and Learning Initiative Using Audiographics-Conferencing Some Emerging Issues.**

Perry, Rosemary; And Others

*Journal of Australian Research in Early Childhood Education*, v1 p71-80 1997  
1997

11p.; For the complete proceedings, see PS 025 459.

ISSN: 1320-6648

EDRS Price - MF01/PC01 Plus Postage.

Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150)

Geographic Source: Australia; Queensland

This study investigated a trial use of simultaneous telephone and computer (audiographics) conferencing to teach a Master of Education unit, "Early Childhood Curriculum Design Issues," at the Queensland University of Technology in 1994. Data were collected in written form from students, lecturers, and observers concerning their experiences, focusing in particular on problems they had encountered, the impact of the technology on their learning, and suggestions and advice for the future development of the approach. Results showed that overall, students rated the sessions as being at least as effective as conventional on-campus methods. Audiographic conferencing was rated most highly in terms of keeping students' attention and in developing a class atmosphere conducive to learning; it was seen to be least effective in terms of allowing students to discuss topics with each other. Lecturers' reflections suggested that their feelings progressed from an initial state of anxiety about using the equipment to an enthusiasm for its possible benefits. Observers' comments corresponded with lecturers' observations. Findings indicated that, provided the pedagogy is clearly articulated and the technology regarded as a tool in its implementation, audiographics conferencing is a promising teaching tool. (Contains 17 references.) (EV)

Descriptors: Early Childhood Education; Educational Media; \*Educational Technology; Foreign Countries; Higher Education; \*Program Evaluation; Student Attitudes; Teacher Attitudes; \*Teleconferencing; Telephone Instruction

Identifiers: Audiographic Learning Facility; \*Audiographics; Australia (Queensland)

ED407811 EC305571

**Difference Blindness/Blindness Difference: Student Explorations of "Disability" over the Internet.**

Murphy, Kelly; And Others

Mar 1997

42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

This case study describes the Internet correspondence using MOO, a multiuser, object-oriented site, that was developed between six third-grade girls and TCC, an adult with blindness. The changes from the students' original attitudes toward blindness, that blindness posed a barrier to communication and relationship-building, into their acceptance that blindness is a different way of living in the world, is described. Three stages of the students' growing understanding of blindness and ability/disability are described: (1) their first encounters with blindness in the context of having to develop new types of reading and writing skills for the

electronic mail exchange; (2) their growing awareness of social and practical differences between the lives of the blind and the sighted as they developed their technical Internet skills; and (3) their focused explorations of the experience of blindness off-line and their creative transfer of that learning to other social contexts and understanding of disability. Results indicate that: (1) the Internet can provide valuable contexts for skill and knowledge development at the elementary school level and (2) the Internet is conducive to building interpersonal relationships because it masks social differences, while at the same time it can facilitate greater understanding of social differences. (CR)

Descriptors: \*Blindness; Case Studies; \*Childhood Attitudes; Consciousness Raising; Educational Strategies; \*Electronic Mail; \*Internet; \*Interpersonal Communication; Primary Education; Social Differences; \*Student Attitudes

Identifiers: \*Attitudes toward Disabled

ED407792 EC305551

**Directory of Organizations.**

National Information Center for Children and Youth with Disabilities, Washington, DC.

*NICHY News Digest*, n22 Feb 1997

Feb 1997

30p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: DIRECTORY (132)

Geographic Source: U.S.; District of Columbia

This directory lists over 80 national organizations that provide information, services, and/or referrals to individuals in the disability field, including parents, special educators and general educators, early interventionists, administrators, related services personnel, persons with disabilities, and others. Addresses, telephone and fax numbers, e-mail addresses, and a short description of each organization's activities are provided to help readers identify which resources are best suited to their needs and concerns. The organizations are grouped according to their primary emphasis in the following categories: (1) general disability information; (2) organizations for families; (3) legal rights and information; (4) early intervention; (5) special education; (6) transition; (7) financial assistance and information; and (8) organizations addressing minority concerns. Because many of the organizations have more than one purpose, each section includes a list of relevant organizations that are listed in other areas of the directory. An index at the end of the directory lists the name of each organization and the page number where it is described. (CR)

Descriptors: Advocacy; \*Civil Rights; \*Disabilities; Early Childhood Education; \*Early Intervention; Electronic Mail; Elementary Secondary Education; Financial Support; Legal Problems; Minority Groups; Organizations (Groups); \*Parent Associations; \*Social Support Groups; \*Special Education; Transitional Programs

ED407760 EC305453

**National Council on Disability. Annual Report. Volume 17, Fiscal Year 1996.**

National Council on Disability, Washington, DC.

31 Mar 1997

45p.; For the 1995 edition, see ED 393 270.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Government: Federal

Target Audience: Policymakers

This annual report of the National Council on Disability (NCD) describes major activities and accomplishments during fiscal year 1996 in its role of advising the President and Congress on issues concerning people with disabilities. The NCD conducted the first-ever National Summit on Disability Policy which gathered 300 people to develop more than 120 comprehensive recommendations for the future of people with disabilities, and released several reports covering a variety of disability policy issues, including "Cognitive Impairments and the Application of Title I of the Americans with Disabilities Act," "Improving the Implementation of the Individuals with Disabilities Education Act: Making Schools Work for All of America's Children Supplement," "Foreign Policy and Disability," "Guidance from the Graphical User Interface (GUI) Experience: What GUI Teaches about Technology Access," "Disability Perspectives and Recommendations on Proposals To Reform the Medicaid and Medicare Programs," and "Access to the Information Superhighway and Emerging Information Technologies by People with Disabilities." The research areas in which NCD worked are also described. Appendices include biographies of NCD members and staff, a listing of NCD publications, and the NCD mission statement. (CR)

Descriptors: \*Accessibility (for Disabled); Advisory Committees; \*Advocacy; Change Strategies; Computer Interfaces; \*Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Government; Federal Legislation; Foreign Policy; Information Technology; Internet; Preschool Education; \*Public Policy; Welfare Services

Identifiers: Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; \*National Council on Disability

ED404307 SP037027

**Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.**

Smith, Bonnie; And Others

Western Illinois Univ., Macomb. Coll. of Education.

1996

471p.; Package includes two videotapes (not available from EDRS): "Using Video To Enhance Understanding of Human Growth and Development" and "Breaking Barriers, Meeting Challenges."

Available From: Curriculum Publications Clearinghouse, Western Illinois University, 1 University Circle, Macomb, IL 61455; toll-free: 800-322-3905; e-mail: CPC@wiu.edu

EDRS Price - MF01/PC19 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055); AUDIOVISUAL MATERIAL (100); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Target Audience: Administrators; Teachers; Practitioners

This collection of 21 booklets about the Western Illinois University (WIU) model for teacher education, centered on principles of instructional designs, targets five technologies: computer applications, telecommunications, distance learning, interactive multimedia, and instructional video. Teacher competencies are specified for instructional design and the five targeted technologies; they are achieved through core and content-based modules. After an extensive overview, "Breaking the Barriers, Meeting Challenges," core modules include: (1)

"Using the Computer to Enhance Teacher Productivity"; (2) "Telecommunications for the K-12 Classroom"; (3) "Distance Education in the K-12 Classroom"; (4) "Interactive Multimedia for the Classroom"; (5) "Instructional Video Production for the K-12 Classroom"; and (6) "Planning for Effective Technology Integration." The 12 content-based modules are: (1) "Technology Applications in the K-8 Science Classroom"; (2) "Teaching Social Studies with Historic Landmarks"; (3) "Electronic Resources for Teaching Secondary Social Studies"; (4) "Integrating Technology into Early Childhood Thematic Teaching"; (5) "Using Technology To Enhance Parent/Community Involvement"; (6) "Producing and Integrating Instructional Video"; (7) "Early Childhood Behavioral Assessment"; (8) "Exploring Planning Approaches for Teaching Thematically"; (9) "Your First Trip on the Internet"; (10) "Using Video To Enhance Understanding of Human Growth and Development"; (11) "Electronic Searching for Children's Literature Resources"; and (12) "Microteaching, Reflective Processing, and Video: A Metacognitive Twist." A program overview, a booklet for each module, a faculty support booklet, description and illustrations of equipment and infrastructure, and two videos are packaged in a file box. (ND)

Descriptors: Audiovisual Aids; Audiovisual Instruction; \*Computer Uses in Education; Curriculum Development; Distance Education; Early Childhood Education; \*Educational Technology; Elementary Secondary Education; Higher Education; Internet; Preservice Teacher Education; \*Teacher Education Curriculum; \*Teacher Education Programs; \*Telecommunications; Videotape Recordings

Identifiers: \*Video Technology; \*Western Illinois University

ED402180 SE059440

**Technology in Mathematics Education: Proceedings of the 19th Annual Conference of the Mathematics Education Research Group of Australasia (MERGA) (Melbourne, Victoria, Australia, June 30-July 3, 1996).**

Clarkson, Philip C., Ed.

Mathematics Education Research Group of Australasia, (Australia).

1996

645p.

ISBN: 0-9596844-6-8

Available From: Mathematics Education Research Group of Australasia, c/-PRODEC UWS, P.O. Box 555, Campbelltown, New South Wales 2560, Australia.

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: Australia; New South Wales

This document contains papers presented at the 19th annual conference of the Mathematics Education Research Group of Australasia. Topics of the presentations include learning research, mathematical representations, problem solving, strategic learning behaviors, algebraic thinking and learning environments, teaching and learning of algebra, assessment, disabilities, calculators, collective argumentation, teachers' beliefs and practice, primary mathematics, differential calculus, teachers' knowledge, trigonometry and geometry, professional development, issues in teaching, standardizing the curriculum, team writing, statistics, Newman error analysis, gender issues, Internet, transition to secondary mathematics, computers and technology, negative numbers, subtraction, and original educators' views, graphics calculators, language, area, probability, word problems, classroom communication, mathematical investigations, ethics and morality, integrating science and mathematics concepts, students' attitudes, instructional computing, expository writing, mathematical autobiographies, problem

posing, misconceptions, discussion-based teaching, the Riemann integral, diagrams for solving word problems, fairness and fractions in early childhood, children's probability judgments, phenomenology of writing-to-learn, teachers' beliefs about teaching behaviors, and linear programming. An author index and a subject index are also included. (JRH)

Descriptors: Calculators; Classroom Communication; Computer Uses in Education; \*Early Childhood Education; \*Educational Strategies; \*Elementary Secondary Education; Ethics; Evaluation; Foreign Countries; Internet; Investigations; Knowledge Base for Teaching; Mathematical Concepts; Mathematics Curriculum; Mathematics Skills; Misconceptions; Probability; Problem Solving; Professional Development; Student Attitudes; Teacher Attitudes; Word Problems (Mathematics)

Identifiers: Australasia; Gender Issues

ED400100 PS024645

**Learning with Computers. AECA Resource Book Series, Volume 3, Number 2.**

Elliott, Alison

Australian Early Childhood Association, Inc., Watson.

AECA Resource Book Series, v3 n2 Jun 1996

Jun 1996

21p.

ISBN: 1-875890-23-8

ISSN: 1320-2170

Available From: Australian Early Childhood Association, Inc., P.O. Box 105, Watson, ACT 2602, Australia; 06-241-6900; fax: 06-241-5547.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: TEACHING GUIDE (052); SERIAL (022)

Geographic Source: Australia; Australian Capital Territory

Target Audience: Teachers; Practitioners

Research has supported the idea that the use of computers in the education of young children promotes social interaction and academic achievement. This resource booklet provides an introduction to computers in early childhood settings to enrich learning opportunities and provides guidance to teachers to find developmentally appropriate software and hardware. The first section of the booklet focuses on learning with computers and the roles of computers in early childhood programs. The second section provides information on getting started and creating a computer-active classroom. Specific guidelines on computer configurations and setting up the classroom are included. The third section provides guidance in choosing and using software and in evaluating educational software. This section advocates the use of software that builds concepts and skills, and provides classification of software as follows: (1) thinking and problem solving; (2) "Logo"; (3) educational adventure games; (4) communication; (5) painting and drawing; (6) writing and reading; (7) electronic and interactive story books; and (8) keyboard skills. Specific brand name software packages are listed in many of these classification areas. The fourth section of the booklet provides a definition of the Internet and information on its use. The final section provides resource information on educational software distributors, professional journals, monographs, and journals. (SD)

Descriptors: Classroom Environment; Computer Assisted Instruction; \*Computers; \*Computer Software; \*Computer Software Evaluation; \*Computer Software Selection; \*Computer Uses in Education; Early Childhood Education; Educational Technology;

Evaluation Criteria; Foreign Countries; Instructional Innovation; Integrated Learning Systems; Internet; Performance Factors

Identifiers: Australia; Learning Environment; \*Technology Based Instruction; Technology Utilization

ED398862 IR018039

**HyperNexus: Journal of Hypermedia and Multimedia Studies. 1995-96.**

Abramson, Trudy, Ed.; And Others

International Society for Technology in Education, Eugene, OR.

*HyperNexus*, v6 n1-4 1995-96

1996

105p.; For volume 5, see ED 391 475.

Available From: International Society for Technology in Education, 1787 Agate Street, Eugene, OR 97403-1923 (ISTE members can join Hyper SIG and membership includes subscription, \$20).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: SERIAL (022); BOOK-PRODUCT REVIEW (072); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oregon

This document consists of one volume year (four quarterly issues) of the journal "HyperNexus," containing articles on hypermedia and multimedia use in education. Article topics include future uses of the technology; interactive videodisks in early childhood education; language-learning software; tips for using LinkWay, HyperCard, electronic publishing software, and similar tools; virtual reality; instructional technology integration; adding sounds to hypermedia environments; World Wide Web technology and information sources; helping students design World Wide Web documents; and multimedia design issues. Columns include editorials, hardware and software updates and reviews, and Internet news. (AEF)

Descriptors: Case Studies; \*Computer Software; \*Computer Uses in Education; Design Preferences; Early Childhood Education; Electronic Publishing; Futures (of Society); \*Hypermedia; Information Sources; Instructional Development; Interactive Video; Internet; \*Multimedia Materials; Sound Effects; Virtual Reality; World Wide Web

Identifiers: HyperCard; Interactive Videodisks; LinkWay; Technology Integration

ED397674 FL023999

**Learning Languages: The Journal of the National Network for Early Language Learning. Volume 1.**

National Network for Early Language Learning.

*Language Learning*, v1 n1-3 1995-96

1996

89p.

ISSN: 1083-5415

EDRS Price - MF01/PC04 Plus Postage.

Document Type: SERIAL (022)

Geographic Source: U.S.; Iowa

Target Audience: Teachers; Practitioners

269

The three numbers of the new journal contain these articles: "Content-Related Teaching Through Distance Learning: A Viable Alternative?" (Zoe E. Louton); "Teacher as Researcher: Motivating an Eighth Grade Spanish Class" (Emily Francomano); "Traveling to South America on the Internet" (Margaret Reardon); "U.S. Joins Global Language Education Study"; "Events in Europe: A Focus on Germany" (Helena Curtain); "The Bayeux Tapestry: A Medieval Document Inspires Students" (Armelle Webster); "Legislative Update—104th Congress, First Session" (Cindy McMillan); "NNELL Endorses National Standards"; "Standards for Foreign Language Learning"; "Atlanta Superintendent Strongly Supports National Standards" (Benjamin O. Canada); "Standards for Foreign Language Learning: One District's Experience" (Elizabeth Rieken); "Proficiency-Oriented Testing: Reality Therapy" (Peggy Boyles); and "Bilingualism in Early Childhood Education: What Do We Know? What Do We Do?" (Laurie Makin). Professional notes, classroom activity ideas, samples of children's classroom creations, notes on classroom resources for French, German, and Spanish instruction, and a professional calendar are also included in each issue. (MSE)

Descriptors: \*Academic Standards; Administrator Attitudes; \*Bilingualism; Case Studies; Class Activities; Classroom Research; Classroom Techniques; Computer Networks; Distance Education; Early Childhood Education; Elementary Secondary Education; \*Federal Legislation; \*FLES; Foreign Countries; French; German; Grade 8; Information Networks; Information Sources; Instructional Materials; International Cooperation; Language Proficiency; Language Research; Language Teachers; \*Language Tests; Medieval History; National Norms; Professional Associations; Research Projects; Second Language Instruction; \*Second Languages; Spanish; Teacher Role; Telecommunications; Testing

Identifiers: Authentic Materials; Bayeux Tapestry; Congress 104th; Content Area Teaching; Europe; Germany; South America

ED395714 PS024348

**Helping Early Childhood Teacher Education Students Learn about the Internet.**

**ERIC Digest.**

Hinchliffe, Lisa Janicke

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

May 1996

3p.

Report No: EDO-PS-96-5

EDRS Price - MF01/PC01 Plus Postage.

Document Type: ERIC PRODUCT (071); ERIC DIGESTS (SELECTED) (073)

Geographic Source: U.S.; Illinois

This digest provides examples of projects which can be used in the early childhood education (ECE) and child development classrooms to introduce students to Internet resources. The first section of the digest suggests guides that teacher educators can use to design Internet training sessions and to locate resources of interest to adults working with young children. The second section lists several electronic discussion groups (EDGs), or listservs, related to early childhood education and suggests five activities involving discussion groups that students can undertake. First, students need to learn about Internet etiquette. Second, they can monitor the interactions on a single EDG. Third, they can pose questions on specific topics to an EDG. Fourth, they can respond to a question posted to an EDG by a group member after adequately researching the topic. Finally, they can summarize the activity of an EDG by reading messages posted to the EDG's archive. The third section of the digest briefly describes the World Wide Web (WWW) and Gopher resources and outlines four student projects that involve using the

WWW. Students can try the following activities: (1) create an information packet consisting of resources they have found on the WWW; (2) search for lesson plans using WWW search engines; (3) solve particular problems they have observed in early childhood settings by searching the ERIC database on the WWW and gathering other relevant resources on the WWW; and (4) be information providers by creating a Web site containing resources on a particular topic or representing a particular organization such as a local child care center. By integrating Internet use into early childhood teacher education programs through activities such as these, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the early childhood community. (BC)

Descriptors: \*Early Childhood Education; \*Education Majors; Electronic Mail; Information Services; Internet; \*Learning Activities; Lesson Plans; \*Teacher Education; Teacher Educators; \*World Wide Web

Identifiers: ERIC Digests; Gopher; \*Listserv Discussion Groups; Listservs

ED397066 TM024068

**Staff Data Handbook, 1995: Elementary/Secondary and Early Childhood Education. On Disk. CD-ROM.**

Council of Chief State School Officers, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.

Jun 1995

Report No: NCES-95-757

Available From: U.S. Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (Stock No. 065-000-00770-3, \$20; make check payable to Superintendent of Documents).

Document Not Available from EDRS.

Document Type: MACHINE-READABLE DATA FILE (102)

Geographic Source: U.S.; District of Columbia

Government: Federal

This handbook is an effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about staff. This effort was coordinated by the Council of Chief State School Officers under contract to the National Center for Education Statistics. It represents the best judgment of many individuals as to what data might be useful in making appropriate, cost-effective, and timely administrative, programmatic, and staffing decisions. Information is also included about designing record-keeping systems. The handbook is not a data collection system, and does not reflect any type of federal data maintenance requirements. This "infobase" version allows users to browse, search, annotate, print, and export the handbook electronically. Installation instructions are included. (SLD)

Descriptors: Classification; Cost Effectiveness; Data Analysis; \*Data Collection; Decision Making; \*Definitions; Early Childhood Education; Electronic Mail; \*Elementary Secondary Education; \*Recordkeeping; \*School Personnel

ED397064 TM024066

**Student Data Handbook, 1994: Elementary/Secondary and Early Childhood Education. On Disk. CD ROM.**

Council of Chief State School Officers, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.

[1995]

Report No: NCES-95-756

Available From: U.S. Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (Stock No. 065-000-00769-0, \$20; make check payable to Superintendent of Documents).

Document Not Available from EDRS.

Document Type: NON-CLASSROOM MATERIAL (055); MACHINE-READABLE DATA FILE (102)

Geographic Source: U.S.; District of Columbia

Government: Federal

This handbook is a major effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. The selection of terms represents the best combined judgment of many individuals as to what data might be most useful for decision making about instruction and support services for students. The primary section of this handbook is the listing of terms and definitions. In addition, there are applications of the handbook including development of surveys and design of automated record systems. The handbook is not a data collection instrument, and does not reflect any type of federal data maintenance requirements. This "infobase" version of the handbook allows users to browse, search, annotate, print, and export information electronically. Installation instructions and a quick-look reference system for handbook use are included. (SLD)

Descriptors: Ancillary School Services; \*Data Analysis; Data Collection; \*Definitions; \*Early Childhood Education; Electronic Mail; \*Elementary Secondary Education; \*Information Dissemination; Standards; Surveys

ED392199 EC304630

**Readings and Resources on Autism. ERIC Mini-Bib.**

Drill, Janet, Comp.; Sorenson, Barbara, Comp.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Jul 1995

6p.

Available From: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (\$1 each, minimum order \$5 prepaid).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

Geographic Source: U.S.; Virginia

This annotated bibliography and resource guide lists 21 books on autism, published from 1987 through 1995. Books are listed alphabetically by author and include bibliographic information and brief descriptive abstracts. Also included are lists of 23 videos (with sources), four periodicals, four organizational resources, and electronic resources including gopher sites and listservs available through the Internet. (DB)

Descriptors: \*Autism; Books; \*Educational Methods; Elementary Secondary Education; Information Sources; Internet; Organizations (Groups); Preschool Education; Scholarly Journals; Videotape Recordings

ED392198 EC304629

**Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.**

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Dec 1995

6p.; For the companion digest, see EC 304 628.

Available From: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (\$1 each, minimum order \$5 prepaid).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

Geographic Source: U.S.; Virginia

This annotated bibliography and resource guide lists 29 references concerning reading instruction of young children with learning disabilities. Items include articles, books, and research reports, dating from 1988 through 1994. Items are listed alphabetically by author. Each listing includes bibliographic information and a brief abstract describing the item's contents or reporting major findings. Also included are a list of four relevant journals; five organizational resources; and several Internet resources including listservs, an electronic newsletter, newsgroups, and sites on the World Wide Web. (DB)

Descriptors: \*Beginning Reading; Internet; \*Learning Disabilities; Organizations (Groups); Primary Education; \*Reading Instruction; Scholarly Journals; Teaching Methods

ED390532 PS023525

**Family Support Reaching Out.**

Goetz, Kathy, Ed.

Family Resource Coalition, Chicago, IL.

*Family Resource Coalition Report*, v14 n1-2 Spr-Sum 1995

1995

35p.

ISSN: 1041-8660

Available From: Family Resource Coalition, 200 South Michigan Avenue, 16th Floor, Chicago, IL 60604 (\$4 members, \$5 non-members).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: GENERAL REPORT (140); SERIAL (022)

Geographic Source: U.S.; Illinois

The articles in this journal, which is dedicated to the family support field, include such topics as: (1) creating links between family support and early childhood education programs; (2) the challenges facing grandparent caregivers; (3) the problems endemic in social services for infants, toddlers, and their families; (4) the use of the internet and multimedia technologies to enhance family support and education; (5) the benefits of retreats in aiding families to develop a balance among work, family, and other parts of life; (6) a case study of an inner city public school; (6) highlights of the Family Preservation and Support Services Program's first year; (7) a report on how the Center for Family Resources helps others link programs, policies, and practices; and (8) a pull-out guide to advocacy for and with families. (SW)

Descriptors: \*Early Childhood Education; Family Caregivers; \*Family Programs; Family School Relationship; \*Family Work Relationship; \*Grandparents; Home Management;

Internet; \*Multimedia Materials; \*Social Services; Young Children  
Identifiers: Family Resource and Support Programs; Family Resource Coalition IL

ED389274 IR017483

**Technology in the Schools: Overcoming Obstacles.**

Kontos, G.; And Others

Oct 1995

19p.; Paper presented at the International Conference in Distance Education (6th, San Jose, Costa Rica, October 24-27, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Distance education and related technologies make possible the sharing of information and techniques between countries to improve teaching and learning for all students, including those with special needs. Distance education delivery tools include computers, phones, and, more recently, compressed video. These tools have been used in the United States and in other countries, including Costa Rica. In that country, online communications techniques and computers are utilized to develop creativity, logical thinking, and a new attitude of preschool and elementary level students towards technology. Students with special needs are especially helped by the technology. Some of the current and future applications of distance education technologies for this category of students are described. (Contains 21 references.) (Author)

Descriptors: Access to Education; Developing Nations; \*Distance Education; \*Educational Technology; Elementary Education; Foreign Countries; Futures (of Society); Online Systems; Preschool Education; \*Special Needs Students; \*Technological Advancement; \*Telecommunications

Identifiers: \*Costa Rica

ED382409 PS023371

**The Internet and Early Childhood Educators: Some Frequently Asked Questions.**

**ERIC Digest.**

Rothenberg, Dianne

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

May 1995

3p.

Report No: EDO-PS-95-5

EDRS Price - MF01/PC01 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055); ERIC PRODUCT (071); ERIC DIGESTS (SELECTED) (073)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

This digest explores uses of the Internet for early childhood educators. The first section discusses six popular features of the Internet: (1) electronic mail, which provides educators with a worldwide group of peers with whom to share information; (2) Internet discussion groups, which provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests; (3) databases and library catalogs, which can be accessed remotely using telnet software; (4) gopher and World Wide Web (WWW) sites, which

contain collections of information on many topics, including information of special interest to teachers such as lesson plans and descriptions of projects for children; (5) file transfer, by which users can get files or software from remote computers; and (6) community computing networks, which exist in many communities and provide members with information, including education-related information, and other services. The second section of the digest lists four common ways educators can access the Internet. First, in some states and regions, networking systems provide Internet access to educators and others. Second, access can be obtained through community computing networks. Special projects at universities and colleges offer a third way of accessing the Internet. Finally, commercial services provide Internet access for a fee. The final section of the digest offers suggestions for finding information on the Internet. These include reading Internet guide books, commonly available in bookstores; asking discussion group participants; using Internet finding tools such as Veronica, various tools for searching the WWW, and examining gopher and WWW sites that provide topical listings of Internet resources; and using the AskERIC electronic question-answering service. (BC)

Descriptors: \*Access to Information; \*Community; \*Computer Mediated Communication; \*Computer Networks; Databases; \*Discussion Groups; Early Childhood Education; Electronic Mail; Elementary School Teachers; Library Catalogs; Online Searching; Preschool Teachers; Student Teachers

Identifiers: AskERIC; ERIC Digests; File Transfer Protocol; Gopher; \*Internet; World Wide Web

ED382337 PS023136

**Montessori Public School Consortium (MPSC) Update, 1993-1994.**

Duax, Tim, Ed.; And Others

Montessori Public School Consortium, Cleveland, OH.

*Montessori Public School Consortium (MPSC) Update*, v1-2 1993-94

May 1994

39p.

Available From: Montessori Public School Consortium, 11424 Bellflower Road, N.E., Cleveland, OH 44106.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: SERIAL (022)

Geographic Source: U.S.; Ohio

These five newsletter issues provide reports from institutions and individuals involved in the Montessori Public School Consortium (MPSC). Each issue contains feature articles, editorials, and field reports on Montessori programs in public schools. Featured topics include: (1) the Montessori Induction Program for new Montessori teachers; (2) Montessori Head Start; (3) the development of the MPSC; (4) Montessori assessment; (5) Montessori 2000, a planning document advocating 18 national Montessori projects; (6) a directory of Montessori public schools; (7) national surveys of Montessori public schools; (8) Montessori adolescent programs; (9) a Montessori Head Start program in Philadelphia, Pennsylvania; (10) Montessori instructional materials; (11) Montessori training and materials procurement; (12) the November 1993 MPSC national conference; (13) approaches to Montessori implementation; (14) the Montessori bulletin board on the America Online computer network; and (15) Montessori programs in public schools in Denver, Colorado, and Cincinnati, Ohio. (MDM)

Descriptors: \*Consortia; Directories; Electronic Mail; Elementary Secondary Education; Instructional Materials; \*Montessori Method; National Surveys; Newsletters; Preschool

Education; Program Development; \*Public Schools; \*School Activities; Student Evaluation;  
Teacher Education

Identifiers: Montessori Preschools; \*Montessori Schools; Project Head Start

ED380242 PS023167

**Young Children: Active Learners in a Technological Age.**

Wright, June L., Ed.; Shade, Daniel D., Ed.

National Association for the Education of Young Children, Washington, D.C.

1994

403p.

ISBN: 0-935989-63-3

Available From: National Association for the Education of Young Children, 1509 16th  
Street, N.W., Washington, DC 20036-1426 (NAEYC 341).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: BOOK (010); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; District of Columbia

Target Audience: Teachers; Parents; Practitioners

This book addresses the issues of appropriate use of computers with young children and how children and early childhood educators interact with the computer in early childhood settings. Part 1, "Young Children as Active Learners," contains chapter 1: "Listen to the Children: Observing Young Children's Discoveries with the Microcomputer" (June L. Wright); chapter 2: "Thoughts on Technology and Early Childhood Education" (Barbara T. Bowman and Elizabeth R. Beyer); and chapter 3: "The Uniqueness of the Computer as a Learning Tool: Insights from Research and Practice" (Douglas H. Clements). Part 2, "The Role of Technology in the Early Childhood Curriculum," includes chapter 4: "Learning and Teaching with Technology" (Sue Bredekamp and Teresa Rosegrant); chapter 5: "Software Evaluation for Young Children" (Susan W. Haugland and Daniel D. Shade); chapter 6: "The Potential of the Microcomputer in the Early Childhood Classroom" (Jane Davidson and June L. Wright); chapter 7: "Staff Development Practices for Integrating Technology in Early Childhood Education Programs" (Charles Hohmann); chapter 8: "Computer Applications in Early Childhood Special Education" (Michael M. Behrmann and Elizabeth A. Lahm); and chapter 9: "Family Involvement: Family Choices at Home and School" (Patricia A. Ainsa and others). Part 3, "The Challenge for Early Childhood Educators" includes chapter 10: "Moving Early Childhood Education into the 21st Century" (Gwendolyn G. Morgan and Daniel D. Shade); chapter 11: "Replicating Inequities: Are We Doing It Again?" (Suzanne Thounvenelle and others); and chapter 12: "Interactive Technology and the Young Child: A Look to the Future" (Cynthia Char and George E. Forman). The following articles are appended: (1) "Using Computers to Support Thematic Units" (Jane Davidson); (2) "Early Childhood Education and Computer Networking: Making Connections" (Bonnie Blagojevic); and (3) "Helpful Hints on Acquiring Hardware" (Daniel D. Shade). A glossary and a list of software for young children is also provided. All chapters contain references and 55 additional resources are provided.

(BAC)

Descriptors: Active Learning; \*Appropriate Technology; \*Computer Assisted Instruction;  
Computer Software Selection; \*Computer Uses in Education; Early Childhood Education;  
\*Educational Technology; \*Instructional Materials; Telecommunications; \*Young Children

Identifiers: Computer Integrated Instruction; \*Developmentally Appropriate Programs

ED371398 CS214404

**Effects of Computer Correspondence on Student Writing.**

Hood, Laura M.

1994

37p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Virginia

A study investigated the effects on second graders' writing due to their participation in an electronic mail letter exchange. Subjects were 14 second-grade students who participated in a project on Virginia's Public Education Network, where they corresponded with a person in the character of Winnie-the-Pooh. A pre-test/posttest design was used in a 5-week interval. A rating scale was used to evaluate the students' writing. The students' writing was then grouped to correspond with the domains on the scoring system used for the Virginia Literacy Passport Test. Results indicated that the subjects scored higher in the composing and style domains on the posttest than the pretest, but lower in the usage domain and sentence formation on the posttest than the pretest. Results also indicated no change on the mechanics domain scores. Surveys of the subjects revealed largely positive attitudes towards the project. With future research, projects like this could be improved and become even more effective in promoting student writing. (Contains 20 references and 4 figures of data. The rating scale for the pre-test and posttest, the rating scale categories of the Virginia Literacy Passport, and the student opinion survey are attached.) (RS)

Descriptors: \*Electronic Mail; Grade 2; Letters (Correspondence); Primary Education; Student Surveys; Writing (Composition); \*Writing Attitudes; Writing Evaluation; Writing Research

Identifiers: Virginia

ED369554 PS022322

**CCAC Family Support Watch Audioconference Series: Summary of Proceedings (April-September 1993).**

Collins, Ann; Weissman, Joanna

Child Care Action Campaign, New York, NY.

[1994]

52p.

Available From: Child Care Action Campaign, 330 Seventh Avenue, 17th Floor, New York, NY 10001 (\$10).

EDRS Price - MF01/PC03 Plus Postage.

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; New York

This report summarizes four audioconferences held in the spring and summer of 1993 by the Child Care Action Coalition (CCAC) to address the implication of the Family Support Act (FSA) of 1988. The FSA was designed to reduce welfare costs by providing training, education, and child care to recipients of Aid to Families with Dependent Children (AFDC) so that they can become employed and self-sufficient. The first audioconference focused on recent FSA litigation, specifically lawsuits filed against California, Illinois, and Massachusetts to require the states to follow FSA mandates on child care provision. The second conference addressed state efforts to improve the Transitional Child Care (TCC) component of the FSA, while the third focused on current federal welfare reform initiatives under consideration by the

Clinton Administration. The fourth conference looked at two state models using FSA funding in programs that provide comprehensive services to families in job programs. The names, addresses, affiliations, and telephone numbers of the audioconference speakers and participants are included. (MDM)

Descriptors: Court Litigation; \*Day Care; Early Childhood Education; \*Federal Legislation; \*Federal State Relationship; Full State Funding; Low Income Groups; \*State Programs; \*Teleconferencing

Identifiers: Clinton Administration; \*Family Support Act 1988; Welfare Reform

ED366439 PS022034

**Resource Guide for Educators of Children Affected by Alcohol and Other Drugs.**

Florida State Dept. of Education, Tallahassee.

1993

56p.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Florida

Government: State

Target Audience: Teachers; Practitioners

A companion to a January 1993 nationwide teleconference entitled "A Nation's Challenge: Educating Substance-Exposed Children" and organized by the Florida Department of Education, this booklet provides educators with information and research on effective strategies for working with children affected by alcohol and other drugs. It also provides guidelines for developing and implementing a school or community action plan to deal with this problem. The three main sections of the booklet provide: (1) profiles of eight innovative intervention programs at the school district and community level; (2) profiles of five state and national resource organizations that can provide financial and technical support to school or community programs; and (3) an annotated bibliography of articles, books, reports, teaching resources, newsletters, toll-free telephone numbers, clearinghouses, catalogues, videos, and other resources on strategies for working with children affected by alcohol and other drugs. Three appendixes contain listings of the Department of Education's Drug Free Schools state program representatives, members of the teleconference National Resource Group, and teleconference panel members. (MDM)

Descriptors: Alcohol Abuse; Annotated Bibliographies; \*Community Programs; \*Drug Education; Early Childhood Education; Elementary Secondary Education; \*Instructional Materials; Intervention; National Organizations; Program Descriptions; Program Development; Resource Materials; Student Needs; \*Substance Abuse; Teleconferencing

Identifiers: \*Fetal Drug Exposure; Florida

ED360569 CE064400

**A Very Long Piece of Chalk--Teaching Students Where They're At.**

Robertson, Sally

[1993]

13p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: POSITION PAPER (120)

Geographic Source: New Zealand

The New Zealand Correspondence School is a large, state-funded, national institution teaching at preschool and elementary-secondary school levels. Like the regular education system, it long has been tightly controlled, with a national syllabus, national grading and examinations, and national guidelines for interpretation of the syllabus. The school teaches a wide variety of students with special needs and includes student support systems such as extracurricular activities, camps, seminars, visiting teachers, and school publications. The school maintains strong links between teacher and parent through its expertise in teaching through an intermediary, such as a teacher in the local school, who mediates between the distance education institution and the student. Since it has a wide range of curriculum offerings, its varied teaching methods include audiovisual media, teleconferencing, kits, and project work. The school has evolved a quality management system that provides expert evaluation in course planning, writing, production, and management. The school has become expert at meeting a variety of student needs while serving large groups of students. Some examples of this diversity of needs include students who are enrolled because of distance, itinerancy, medical problems, psychological problems, or because they are overseas. In meeting these students' needs, the school considers provision of courses for nonliterate learners, student support, choice of appropriate course structure, consideration of tutor time management, and choice of an appropriate media mix. The school demonstrates that it is possible for a distance education institution to contribute in a positive and effective way toward meeting national education goals. (KC)

Descriptors: \*Correspondence Schools; Curriculum; \*Distance Education; \*Educational Practices; Elementary Secondary Education; Foreign Countries; Home Study; Preschool Education; Teaching Methods; Telecommunications

Identifiers: \*New Zealand Correspondence School

ED357829 PS021183

**Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities through Multi-Technology. Leadership I Formative Evaluation of Cluster 54.**

Groff, Warren H.

1993

174p.; For a related document, see ED 352 126.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Tennessee

This paper presents a description and formative evaluation of National (Multi-Tech) Cluster III, Nova University's third technology-intensive doctoral program in Child and Youth Studies (CYS) in which formal instruction occurs in clusters, or groups of professionals in different geographic locations who are connected via electronic communications technology. National clusters focus on understanding the basic concepts of leadership theory and research and applying these concepts to problems in a professional context. Following a brief introduction, a description of the preliminary planning for the technology delivery system used in the doctoral program is offered. Program development is discussed, an introduction to the telecommunications used in the program is presented, and the Leadership I course is described. The course uses technological aids, such as electronic classrooms, to explore: (1) societal problems and issues; (2) leadership theory and practice; and (3) organizational, personal, and professional development. The paper concludes with a discussion of a conceptual framework

for human resources development, emphasizing the advantages of multi-tech learning. Appendices include copies of instructions and memos to students in National Cluster III; materials from electronic classrooms; and examples of outstanding work by two students (Daniel R. Hayes and Deborah W. Whaley). The students' papers and other materials comprise the bulk of the document. (MM)

Descriptors: Curriculum Design; \*Doctoral Programs; Early Childhood Education; \*Educational Technology; Electronic Mail; Higher Education; Human Resources; \*Labor Force Development; \*Leadership; Program Descriptions; \*Telecommunications

Identifiers: \*Technology Utilization

ED355974 IR054539

**The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1992).**

Brandhorst, Ted, Ed.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.

Jan 1993

159p.; Supersedes earlier editions: ED 169 955, ED 262 784, and ED 308 874.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)

Geographic Source: U.S.; Maryland

As producer of one of the earliest, most economical, and frequently searched machine-readable databases, the Educational Resources Information Center (ERIC) has been frequently studied and has figured heavily in the growth of online searching and in evaluations of the relatively new medium of bibliographic databases on compact disk (CD-ROM). This annotated bibliography represents the results of a comprehensive search for documents and journal articles written about ERIC published from 1960 through 1992. It contains 689 citations (574 referring to items in the ERIC database and 115 to items not in the database), adding 182 new citations to those listed in previous editions. The bibliography is arranged in descending order of accession number, with the most recent material listed first. Document resumes are included for entries in "Resources in Education" one of ERIC's two monthly publications, and journal article resumes are included for entries from the other monthly publication, "Current Index to Journals in Education." Subject, author, and institution indexes are included. An addendum lists references to items not in the ERIC database. ERIC clearinghouses and other network components are listed, and an order form is included for the ERIC Document Reproduction Service. (SLD)

Descriptors: Abstracts; Agency Role; Annotated Bibliographies; \*Bibliographic Databases; Citations (References); Early Childhood Education; \*Educational Research; Educational Resources; Elementary Secondary Education; Indexes; Literature Reviews; \*Online Searching; Online Systems; Optical Data Disks; Postsecondary Education; Research Reports; Technological Advancement

Identifiers: \*ERIC

ED395703 PS024294

**Head Start Automation Manual.**

Maryland Univ., College Park. Univ. Coll.; Pelavin Associates, Inc., Washington, DC.

[1992]

280p.

EDRS Price - MF01/PC12 Plus Postage.

Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Government: Federal

The task for the National Data Management Project is to share technological capabilities with the Head Start Community in order to implement improved services for children and families involved in Head Start. Many Head Start programs have incorporated technology into their programs, including word processing, database management systems, telecommunications, and the National Head Start Bulletin Board System (NHS-BBS). This manual provides information on the capabilities of these technologies to assist Head Start programs as they use computer technology to manage programs, write grants, communicate, and introduce computers to the children in their programs. The chapters in the manual are: (1) "Head Start Computer Software Guide," comparing nine Head Start-specific software packages on a matrix using Head Start requirements; (2) "High(er) Technology for Head Start"; (3) "Fund-Accounting Software Review," reviewing three fund-accounting software systems; (4) "Planning for Automation"; (5) "An Accounting Software Buyer's Guide"; (6) "The Role of the Head Start Director," describing leadership skills necessary to implement computerization; and (7) "Using Computers in Head Start Classrooms," including information on software selection. Most of the chapters contain references. (BG)

Descriptors: Accounting; \*Automation; Computer Mediated Communication; Computer Oriented Programs; Computers; Computer Software; \*Computer Software Selection; Electronic Mail; Information Dissemination; Preschool Education; Purchasing; \*Technological Advancement; Technology; \*Technology Education; Training; Word Processing

Identifiers: Computerized Accounting; \*Project Head Start

ED351009 IR015873

**Computer Applications in Education: The Best of ERIC 1991.**

McLaughlin, Pamela

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Aug 1992

106p.; For the 1990 report, see ED 345 715.

ISBN: 0-937597-36-8

Available From: Information Resources Publications, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-95, \$10 plus \$2 shipping and handling).

EDRS Price - MF01/PC05 Plus Postage.

Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)

Geographic Source: U.S.; New York

Target Audience: Practitioners

This annotated bibliography is the sixth annual compilation of the abstracts of 228 documents added to the ERIC database during the year 1991 in the area of computer applications in elementary and secondary schools. The types of materials included are administrator guides, bibliographies, conference papers, evaluative reports, literature reviews, program descriptions, research reports, and teaching guides. The material is presented in four major sections: (1) Computer Assisted Instruction: Overview Documents—24 documents of general discussions on the topic; (2) Special Applications—78 documents divided into 14 categories: Artificial Intelligence/Expert Systems, Cognitive Processing/Thinking Skills,

Computer Literacy, Computer Networks, Computer Equity, Counseling and Guidance, Courseware and Software, Ethics, Interactive Video, Keyboarding, Logo, Management/Administration, Conference Proceedings, Research, Simulation, and Testing; (3) Subject Areas—85 documents concerned with computer applications in the areas of business, English as a Second Language and foreign languages, language arts, mathematics, music, reading, science, social studies, vocational education, and writing; (4) Special Populations—37 documents on computer applications for adult education, disabled learners, disadvantaged learners, gifted students, and early childhood education. Individual documents are presented alphabetically by author, or title when no personal author is available, within each section. Each entry includes the title and author of the document, information on price, and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical title of authors and information on ordering ERIC documents are included. (ALF)

Descriptors: Abstracts; Adult Education; Annotated Bibliographies; Artificial Intelligence; \*Computer Assisted Instruction; Computer Assisted Testing; \*Computer Literacy; Computer Networks; Computer Simulation; \*Computer Software; Computer Software Evaluation; Computer Uses in Education; Disabilities; Disadvantaged Environment; Elementary Secondary Education; Ethics; Interactive Video; Media Research; \*Microcomputers; Preschool Education  
Identifiers: ERIC

ED345715 IR015570

**Computer Applications in Education: The Best of ERIC 1990.**

McLaughlin, Pamela

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Feb 1992

116p.; For the 1989 report, see ED 341 386.

ISBN: 0-937597-33-3

Available From: Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-92, \$10.00 plus \$2.00 shipping and handling).

EDRS Price - MF01/PC05 Plus Postage.

Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)

Geographic Source: U.S.; New York

Target Audience: Practitioners; Policymakers

This collection provides an overview of literature entered into the ERIC database in 1990 on computer applications in elementary and secondary education, adult education, and special education. The first of four sections contains a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, cognitive processes and thinking skills, computer literacy, computer networks (including distance education and telecommunications), computer equity, counseling and guidance, interactive video, keyboarding, the Logo programming language, management/administration, research, software, and tests and testing. References to documents for various subject area applications are listed in the third section under the headings of Business, English as a Second Language and Foreign Languages, Fine Arts, Language Arts, Mathematics, Physical Education, Programming, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations grouped into the following categories: adult education, disabled learners and learning disabilities, disadvantaged, gifted, and preschool education. Each entry includes the title and author of the document, information on price and availability, the publication type,

major ERIC descriptors, and an abstract. An alphabetical index of authors and information on ordering ERIC documents are included. (DB)

Descriptors: Abstracts; Adult Education; Annotated Bibliographies; Artificial Intelligence; \*Computer Assisted Instruction; Computer Assisted Testing; \*Computer Literacy; Computer Networks; \*Computer Software; Computer Software Evaluation; Computer Uses in Education; Counseling Services; Disabilities; Elementary Secondary Education; \*Equal Education; Ethics; Gifted; \*Interactive Video; Keyboarding (Data Entry); Media Research; \*Microcomputers; Preschool Education; Thinking Skills

ED341667 SP033553

**Enhancing Social Skills in the Classroom (E.C.S. to Grade 3). A Manual for Instructors.**

Alberta Dept. of Education, Edmonton. Education Response Centre.

1991

198p.

ISBN: 0-7732-0435-0

EDRS Price - MF01/PC08 Plus Postage.

Document Type: TEACHING GUIDE (052)

Geographic Source: Canada; Alberta

Government: Foreign

Target Audience: Teachers; Practitioners

This manual on Early Childhood Services (E.C.S.) focuses on strategies for enhancing social skills in young children and describes 10 two-hour training sessions. The goals of the training are to help teachers understand and identify young children's social development difficulties; to offer guidelines for dealing with inappropriate behaviors; and to integrate the teaching of social skills with curriculum. The training sessions represent an approach wherein principles and strategies are presented and practiced, and classroom applications stressed. The sessions are described and written for delivery by distance education, but are adaptable for other modes of delivery as well. Following an introduction, the manual contains 10 sections dealing with: (1) social skills in the school; (2) good and poor social skills; (3) factors contributing to positive behavior; (4) prevention of negative behavior; (5) assessment of social skills development; (6) targeting good social skills; (7) tracking social skills—the integrated approach; (8) integration strategies; (9) problem solving approach to behavior management; and (10) social skills instruction and evaluation. Thirty-four handouts are included, as well as a bibliography and a reprint titled "Cognitive-Mediational Behavior Management" (H. C. Haywood and D. L. Weatherford). (LL)

Descriptors: \*Class Activities; Classroom Communication; Distance Education; Early Childhood Education; Educational Strategies; \*Faculty Development; Foreign Countries; Inservice Teacher Education; \*Interpersonal Competence; \*Social Cognition; \*Social Development; \*Student Participation; \*Teacher Workshops; Teleconferencing

Identifiers: Alberta

ED339362 IR015313

**Teaching and Learning with Technology. Evaluation Report.**

Oakland County Schools, Pontiac, Mich.

1991

77p.

Available From: Oakland Schools, Computing & Technology, 2100 Pontiac Lake Rd., Waterford, MI 48328-2735 (\$5.00).

EDRS Price - MF01/PC04 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Michigan

The Teaching and Learning with Technology Project was funded by Oakland Schools, Oakland County (Michigan), in 1987 to bring together in an elementary school those technologies that will be key components of schools in the future with an instructional program designed to prepare students for the information age. The project had the following objectives: (1) to explore and identify classroom applications for educational technologies such as microcomputers, instructional television, videodiscs, CD-ROM, and telecommunications; (2) to design staff development programs to assist teachers in making effective use of technology to accomplish curricular objectives; and (3) to study the impact of technology on teaching and learning. The project focused on third, fourth, and fifth grade classrooms in one elementary school over a 3-year period; data was collected by classroom observation, interviews, and achievement tests. Results of comparisons between treatment and control classrooms indicated that the classrooms differed in the amount of technology available, number of technologies used, and ways in which technology was used to meet curricular objectives. The overall results of the experimental program were favorable. Appendices contain questionnaires, achievement test scores, a word checklist, a teacher survey instrument, statistical data, and 11 case studies of participating students. A separately published "Executive Summary" has been appended. (9 references) (DB)

Descriptors: \*Academic Achievement; Curriculum Development; Educational Environment; \*Educational Technology; Educational Television; Electronic Classrooms; Grade 3; Grade 4; Grade 5; \*Inservice Teacher Education; \*Instructional Effectiveness; Intermediate Grades; Interviews; Microcomputers; Optical Data Disks; Primary Education; Questionnaires; Staff Development; Telecommunications; \*Use Studies; Videodisks

Identifiers: \*Teaching and Learning with Technology Project MI

ED329037 EC300029

**Monitoring the Development of At-Risk and Disabled Infants: The District of Columbia Tracking System.**

Winborne, Duvon; And Others

Sep 1990

19p.; Paper presented at the Annual Conference of the National Black Child Development Institute (20th, Washington, DC, September 22, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Target Audience: Administrators; Practitioners

This paper describes the District of Columbia's system for tracking at-risk and disabled infants during their first 3 years of life. The project involves a computerized system for following the developmental progress of at-risk infants identified at birth or other times. The project monitors the activities of children within various service delivery agencies in the District. An introductory section addresses such infant intervention issues as risk factors, intervention strategies, program models, and home- or center-based programs. The District's Tracking System has four major components: case identification and registration; tracking;

service linkages; and system evaluation. Case identification begins in the neonatal units of District hospitals. A registered nurse is assigned to serve as case manager. A record of the infant's conditions and other descriptive information is entered into the computer to begin the tracking process. Service agencies are "networked" together for monitoring infant progress and contacted twice yearly to identify infants receiving services but not yet in the Tracking System. The Tracking System is configured as a relational database management system and makes use of a Local Area Network approach. (19 references) (DB)

Descriptors: \*Agency Cooperation; \*At Risk Persons; Child Development; \*Computer Networks; Computer Oriented Programs; Databases; Delivery Systems; \*Disabilities; \*Handicap Identification; Infants; Intervention; \*Management Information Systems; Neonates; Program Implementation; Recordkeeping; Young Children

Identifiers: \*District of Columbia

ED327956 EA022617

**Managing Instruction for Equity and Excellence: Effective Alternatives to Tracking.  
Teleconference Resource Guide.**

Jones, Beau Fly, Ed.

Public Broadcasting Service, Washington, D.C.

1989

158p.; Photographs will not reproduce well. Document contains light type.

Available From: Publications, North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (\$6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: CONFERENCE PROCEEDINGS (021); CLASSROOM MATERIAL (050)

Geographic Source: U.S.; Illinois

Target Audience: Policymakers; Practitioners

Preceded by preteleconference activities, this teleconference examines the definitions, history, assumptions, and consequences of tracking as well as barriers to change, restructuring responses to literacy and learning difficulties, effective alternatives to tracking, and specific grouping strategies. The following documents are included: "Keeping Track Part 1: The Policy and Practice of Curriculum Inequality" and "Keeping Track, Part 2: Curriculum Inequality and School Reform" (Jeannie Oakes); "Access to Knowledge: Breaking Down School Barriers to Learning" (Pamela Keating and Jeannie Oakes); "Shattered Hopes" (Richard L. Allington); "Teacher Beliefs Toward Academically at Risk Students in Urban Schools" and "Do Chapter 1 Programs Promote Educational Equity?" (Linda Winfield); "Ability Grouping and Its Alternatives: Must We Track?" and "Using Team Learning" (Robert E. Slavin); and "Research Identifies Effective Programs for Students at Risk of School Failure" (Center for Research on Elementary and Secondary Schools). Post-teleconference activities follow as well as supplementary readings that include: "Revised Chapter 1 Opens Options for Schoolwide Plans" (James H. Lytle); "How Special Should the Special Education Curriculum Be?" (John O'Neil); and "Assuring School Success for Students at Risk" and "Children at Risk: Work of the States" (Council of Chief State School Officers). (CLA)

Descriptors: \*Ability Grouping; Access to Education; At Risk Persons; \*Change Strategies; Cooperative Learning; Early Childhood Education; Elementary Secondary Education; \*Equal Education; Grouping (Instructional Purposes); Instructional Effectiveness; Labeling (of Persons); Literacy Education; Reading Instruction; Special Education; Teacher Attitudes; Teleconferencing; \*Track System (Education)

ED314914 EC222074

**Using Personal Computers To Acquire Special Education Information. Revised.  
ERIC Digest #429.**

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

1989

3p.

Available From: The Council for Exceptional Children, Publications Sales, 1920  
Association Dr., Reston, VA 22091-1589 (\$1.00 each, minimum order \$5.00).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055); ERIC  
DIGESTS (SELECTED) (073)

Geographic Source: U.S.; Virginia

Target Audience: Practitioners

This digest offers basic information about resources, available to users of personal computers, in the area of professional development in special education. Two types of resources are described: those that can be purchased on computer diskettes and those made available by linking personal computers through electronic telephone networks. Resources described include: (1) portions of the ERIC (Educational Resources Information Center) database available on diskette; (2) Bibliographic Retrieval Services (BRS) and Dialog information services, which make available the Exceptional Child Education Resources database and the complete ERIC database; (3) ERIC on CD-ROM (compact disk read only memory); (4) SpecialNet, an electronic communications network designed for special educators; (5) Special Education Solutions, an online database of resources available to Apple computer users who are disabled; and (6) the IBM/Special Needs Exchange available through the CompuServe Information Service. (JDD)

Descriptors: \*Computer Networks; \*Databases; \*Disabilities; Elementary Secondary Education; Faculty Development; Information Networks; \*Information Services; \*Microcomputers; Preschool Education; Professional Development; Resources; Special Education

ED305798 EC212598

**Serving 2,500 Preschoolers Mechanically: Should We Be Serving You.**

Riley, Mary Tom; And Others

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

[1988]

10p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

The paper briefly describes TIP (Telecommunications Intervention Program), a service which delivers preliminary Individualized Education Programs (IEPs) for Head Start handicapped children based on a computerized data base of long range goals, short term objectives, and specific related learning activities. This high technology expert system was developed by experts in the areas of early childhood, psychology, speech pathology, and special education. IEPs are provided for ten handicapping conditions (blind, deaf, emotional disturbance, health impaired, hearing impaired, learning disabled, mental retardation, orthopedic impairment, speech/language deficits, and visual impairments) as well as the gifted condition. Users of the system screen the child using standard instruments and submit data

concerning chronological age, suspected handicapping condition, and developmental age/s. Data may be communicated by a telephone conference, mail, or direct computer link. Users receive a printout of goals and objectives accompanied by referenced curriculum, materials, and recommended activities. The rapid return of IEPs allows a child to receive and master several plans in a year. During the second and third years of operation over 5000 IEPs were implemented and over 800 hot line calls were made for purposes of crisis intervention, short term counseling, and other information services. The program serves Head Start Programs in the states of Louisiana, Arkansas, Texas, Oklahoma, and New Mexico. (DB)

Descriptors: \*Computer Managed Instruction; \*Disabilities; \*High Risk Students; \*Individualized Education Programs; Intervention; Preschool Education; Screening Tests; \*Student Educational Objectives; Telecommunications

Identifiers: \*Early Intervention; Project Head Start; \*Telecommunications Intervention Program

ED280639 RC016111

**Inservice Training via Telecommunications: Almost Like Being There.**

Pitcher, Sharman; And Others

Oct 1986

9p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Utah

Target Audience: Practitioners

Provision of needed services to handicapped preschoolers in rural areas presents major challenges, primarily because of the lack of trained personnel. Federally-funded Project Hi Tech trained teaching staff of two preschools, one of them located almost 200 and the other over 300 miles from Utah State University, by using two-way audio-video telecommunications supported by more common forms of communication including telephone and electronic mail. The microwave signal transmission system utilized the existing state network with the addition of 23 gigahertz microwave radios at the two preschool sites. Other equipment included uni-directional and mobile microphones, broadcast-quality and home video cameras, standard television receivers, the Special Needs data-base, and speaker phones. Training techniques utilized coincidental and microsession teaching, the "Let's Be Social" curriculum for handicapped children, and a planning procedure for determining training content. Data indicated that interactive, televised classroom sessions did provide consultants with sufficient information to formulate individual training plans for rural teachers and that rural teachers could follow the plans. The resultant procedures were effective in helping children acquire skills. Few difficulties were incurred due to hardware malfunction; only 4 of 58 scheduled training sessions had to be cancelled due to equipment failure. (NEC)

Descriptors: Access to Education; College School Cooperation; Delivery Systems; \*Disabilities; \*Distance Education; Electronic Equipment; Electronic Mail; \*Inservice Teacher Education; Postsecondary Education; Preschool Education; Preschool Teachers; \*Rural Areas; Rural Education; \*Special Education; \*Telecommunications; Teleconferencing

Identifiers: \*Utah State University

ED278391 IR012550

**Out-of-School Learning among Children, Adolescents, and Adults. Report of Findings from the 1985 Home Information Technology Study (HITS). Contractor Report.**

Riccobono, John A.

Corporation for Public Broadcasting, Washington, D.C.

Sep 1986

151p.; For a related report, see IR 012 470.

Report No: CS-86-402

Available From: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Government: Federal

One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current national estimates of the nature and extent of non-school learning by children, adolescents, and adults, and examines the factors involved in the decision to engage in non-school learning and the processes and resources typically employed in different types of learning. The first of three major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are presented in the second section for: (1) the nature and extent of non-school learning; (2) the most important learning activities; (3) factors related to the choice of the most important non-school learning; (4) use of resources in non-school learning, including involvement of other people and use of non-human resources; and (5) attitudes toward learning resources. The third section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS interview items for all four age groups; a summary of the HITS study design and survey methodology; and a discussion of the precision of reported estimates and generalized standard errors. (BBM)

Descriptors: Adolescents; Adults; \*Attitudes; Audio Equipment; Family Environment; \*Information Technology; Interviews; \*Learning Activities; Microcomputers; National Surveys; Preadolescents; Telecommunications; Television; \*Use Studies; Video Equipment; Young Children

Identifiers: \*Informal Learning

ED278363 IR012470

**Use of Electronic Information Technologies for Non-School Learning in American Households. Report of Findings from the 1985 Home Information Technology Study (HITS).**

Riccobono, John A.

Corporation for Public Broadcasting, Washington, D.C.

Aug 1986

143p.; For a related report, see IR 012 550.

Report No: CS-86-215

EDRS Price - MF01/PC06 Plus Postage.

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Government: Federal

One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current estimates of the availability and accessibility of information technologies and related program materials in American households, and examines how, by whom, and to what extent these household technologies/resources are used for informal learning. The first of five major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are then presented in separate sections for: (1) the general household availability of technological equipment and program materials to persons in the four age groups; (2) the use of technology/educational material for nonschool learning by children and adults; and (3) attitudes toward various information resources/technologies for different types of learning, and how these attitudes differ among and between users and nonusers of these materials. The fifth section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS survey questionnaire (interview) items; a summary of the HITS study design and procedures; and a brief discussion of the precision of reported estimates and generalized standard errors. (BBM)

Descriptors: Adolescents; Adults; \*Attitudes; Audio Equipment; Family Environment; \*Information Technology; Interviews; \*Learning Activities; Microcomputers; National Surveys; Preadolescents; Telecommunications; Television; \*Use Studies; Video Equipment; Young Children

Identifiers: \*Informal Learning

ED259841 PS015194

**Expanding Human Services Training through Telecommunications: A Day Care-Head Start Study. Executive Summary.**

North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services.

Jan 1985

19p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

The feasibility of incorporating teletraining into a statewide staff development program was examined in a comparison of four training approaches: traditional instruction and audio instruction enhanced with either slides, videocassettes, or slowscan. The training population consisted of directors and caregivers from Head Start and state-subsidized day care centers in North Carolina. Three urban and one rural teleconferencing centers were established in the state. Attendance at each site ranged from 7 to 18 teachers and aides and from 3 to 14 administrators. Lasting between 3 and 4 hours per subject area, training focused on the classroom environment, families, and financial management. It was found that teleconferencing can create a learning environment as desirable as the one created by traditional training, both in terms of amount of learning and attitudes toward training. Of the approaches examined, audioconferencing provided the most cost-effective alternative to traditional training. It was suggested that the other approaches can offer a number of benefits when used in a specialized manner. (RH)

Descriptors: Comparative Analysis; \*Cost Effectiveness; \*Day Care Centers; Early Childhood Education; Postsecondary Education; \*Staff Development; State Programs; \*Telecommunications

Identifiers: \*Instructional Effectiveness; Media Appraisal; North Carolina; \*Project Head Start

ED251186 PS014719

**Telecommunications. Training for Day Care Teachers, Aides, and Administrators: A Comparative Study. A Summary Report.**

Suarez, Tanya M.; And Others

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

May 1984

25p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; North Carolina

Government: State

This study compared the effectiveness of three types of telecommunications technology and a traditional face-to-face approach in training day care teachers, aides, and administrators. The technologies were audio telecommunications with (1) audiotapes and slides, (2) videotapes, and (3) slowscan television. Data were collected through observations of training implementation, knowledge pretests and posttests, an opinionnaire, and a demographic survey of trainee characteristics. Results indicated that each training approach could be presented to cover the same content and procedures in similar amounts of time. Each approach resulted in a significant increase in knowledge, and none of the approaches was more effective than others in achieving knowledge gain. Subjects viewed traditional sessions more positively than audio or slowscan television sessions and preferred sessions delivered at a single site to multi-site sessions. Trainees who initially knew the least about the content learned the most. Other trainee characteristics were not related to the amount of learning that occurred. It was concluded that telecommunications technologies can effectively be used for training day care personnel. Additional observations are discussed, and recommendations are offered regarding the implementation of telecommunications training. Specifically, these recommendations concern primary sources of problems and the quality and effectiveness of training. (RH)

Descriptors: \*Administrators; Audiovisual Aids; \*Child Caregivers; Comparative Analysis; \*Day Care; Early Childhood Education; Inservice Education; \*Preschool Teachers; \*Telecommunications; \*Training; Videotape Cassettes

Identifiers: \*Face to Face Communication; Slow Scan Television

ED221187 IR010358

**Interagency Research Information System: A User's Manual. A Computerized Information System on Federally Sponsored Research, Development, Demonstration, and Evaluation Projects for Children and Youth.**

George Washington Univ., Washington, D.C. Social Research Group.

Jun 1979

49p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CLASSROOM MATERIAL (050); DICTIONARY (134)

Geographic Source: U.S.; District of Columbia

This manual introduces the Interagency Research Information System (IRIS), a database dealing with federally-sponsored research and development efforts relating to children and youth, and outlines the general uses of the IRIS database. The classification for the subject description of materials covered by the database is described and the classification scheme is presented, along with the numeric codes affiliated with the classification categories that are used in searching the IRIS file online. The general categories of information provided include general project information (e.g., funding, duration, scope, and sample size), targeted research population (by age, sex, ethnicity, socioeconomic status, and location), kind of research, focus of research, areas of research, and findings. (JL)

Descriptors: \*Adolescents; Agency Cooperation; \*Classification; \*Databases; Federal Programs; Information Retrieval; Information Systems; Online Systems; \*Public Agencies; Research Reports; Search Strategies; \*Young Children

Identifiers: \*Interagency Research Information System

## Journal Articles

EJ555781 IR536119

### **Global Classrooms—E-Mail Learning Communities.**

Baugh, Ivan W.; Baugh, Jean G.

*Learning and Leading with Technology*, v25 n3 p38-41 Nov 1997

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the learning experiences that occurred when a third-grade Spanish class participated in a pilot e-mail project. Highlights include the Internet learning community; social studies and language learning activities; multicultural learning opportunities; using e-mail for other content areas; project management; and benefits of the project. Sidebar lists resources. (AEF)

Descriptors: \*Computer Assisted Instruction; \*Computer Mediated Communication; Computer Uses in Education; \*Electronic Mail; Grade 3; Instructional Innovation; \*Internet; Language Arts; \*Learning Activities; Multicultural Education; Pilot Projects; Primary Education; Social Studies; Spanish; Student Projects

EJ554421 PS527238

### **Keypals—E-mail Leads to New Friends.**

Durost, Dennis D.; Hutchinson, Sue L.

*Dimensions of Early Childhood*, v25 n4 p17-22 Fall 1997

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the Keypal Project, a project in which e-mail was introduced in two kindergarten classes with the intent to enrich children's literacy and communication skills and foster long-distance relationships. Found the project had great learning potential and was easily incorporated into constructivist programs which emphasize active learning. (SD)

Descriptors: \*Communication Skills; \*Computer Mediated Communication; Computer Oriented Programs; \*Computer Uses in Education; Computers; Constructivism (Learning); \*Electronic Mail; Kindergarten; Kindergarten Children; Language Skills; Literacy; \*Literacy Education; Telecommunications

Identifiers: \*Pen Pals

EJ552677 IR535932

**Mission to Mars: A Collaborative Project Infusing Technology and Telecommunications into the Curriculum.**

Craig, Dorothy Valcarcel; Stewart, Jaci

*Learning and Leading with Technology*, v25 n2 p22-27 Oct 1997

Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes a collaborative project involving third and fifth graders that focused on integrating computer technology into the earth science curriculum. Electronic research, telecommunications, science software, and an interdisciplinary approach are discussed; and a list of classroom resources and three worksheets are included. (LRW)

Descriptors: \*Computer Assisted Instruction; Courseware; \*Curriculum Development; Earth Science; \*Educational Technology; Elementary Education; \*Elementary School Science; Grade 3; Grade 5; Interdisciplinary Approach; Research Methodology; Resource Materials; Telecommunications; Worksheets

Identifiers: \*Collaborative Learning; \*Technology Integration

EJ548942 EA533648

**The Year's Best Books.**

Harrington-Lueker, Donna

*American School Board Journal*, v184 n8 p31-34 Aug 1997

Document Type: BOOK-PRODUCT REVIEW (072); JOURNAL ARTICLE (080)

Reviews: "The Schools We Need and Why We Don't Have Them"; "Charter Schools: Creating Hope and Opportunity for American Education"; "Horace's Hope: What Works for the American High School"; "United Mind Workers: Unions and Teaching in the Knowledge Society"; "Digital Literacy"; "Reinventing Early Care and Education: A Vision for a Quality System"; and "The Right to Learn: A Blueprint for School Reform." (LMI)

Descriptors: Charter Schools; Cognitive Processes; Early Childhood Education; \*Educational Improvement; \*Educational Philosophy; \*Educational Quality; Elementary Secondary Education; Equal Education; Internet; Learning Strategies; Progressive Education; \*School Effectiveness; \*School Restructuring; Unions

EJ538139 PS526042

**Culture in the Classroom.**

Levy, Alison

*Early Childhood News*, v9 n1 p28-30,32-33 Jan.-Feb 1997

Document Type: TEACHING GUIDE (052); RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Describes four approaches to utilizing and addressing cultural differences in the classroom: multicultural education, anti-bias curriculum, global education, and international education. Presents diversity education techniques in terms of direct communication (explicit), indirect communication (implicit), cultural information resources available in print and via Internet, and directions for curriculum development. (SD)

Descriptors: \*Cultural Awareness; Cultural Background; \*Cultural Differences; Cultural Influences; Cultural Interrelationships; Cultural Maintenance; Cultural Relevance; Culture

Contact; \*Curriculum Design; Early Childhood Education; Foreign Culture; \*Global Education; International Studies; Internet; \*Multicultural Education  
Identifiers: Antibias Practices; \*Cultural Sensitivity; Cultural Studies; Cultural Values; \*Diversity (Student)

EJ538040 IR534359

**Grasping the Thread: Web Page Development in the Elementary Classroom.**

Barkhouse, Nancy

*Emergency Librarian*, v24 n3 p24-25 Jan-Feb 1997

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes how a Canadian teacher and her second and third graders developed a Web page using minimal technology. Discusses individual and collaborative writing projects, simple and cheap web file storage, HTML coding, hardware, hypertext links, multimedia projects, Internet connections, funding, student goals, motivation, audience response, and listservs for teachers wanting to start web work or find partners for joint projects. (PEN)

Descriptors: Childrens Writing; Computer Uses in Education; \*Cooperative Programs; Elementary Education; Foreign Countries; Grade 2; Grade 3; Information Storage; Internet; Multimedia Materials; Student Motivation; \*Student Projects; \*World Wide Web; Writing (Composition)

Identifiers: Canada; Collaborative Writing; \*Home Pages; HTML; Links (Indexing); Listservs

EJ537534 EA532942

**Caught in the Web: How Online Advertising Exploits Children.**

Pasnik, Shelley

*Principal*, v76 n3 p24-25 Jan 1997

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

Principals should be aware of Internet advertising targeted at children. According to a recent Center for Media Education study, many companies design online sites for children as a way to bypass adult authority and prey on children's vulnerabilities. Some companies use their online sites to develop brand loyalties or collect market-segment data on children. Ameliorative actions are suggested. (MLH)

Descriptors: \*Administrator Responsibility; \*Advertising; Elementary Education; \*Internet; \*Marketing; \*Principals; Young Children

Identifiers: Center for Media Education; \*Commercialism; \*Exploitation

EJ538111 PS526014

**"We're Helping Them To Be Good Teachers": Using Electronic Dialoguing to Connect Theory and Practice in Preservice Teacher Education.**

Johnson, Denise

*Journal of Computing in Childhood Education*, v7 n1-2 p3-11 1996

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes a project conducted in a reading methods course for preservice elementary education students to model how technology can be incorporated into the curriculum to

facilitate learning as well as provide hands-on experiences with computer applications. The project involved corresponding with third-graders by means of electronic mail. (SD)

Descriptors: College Students; Computer Uses in Education; Curriculum Development; Educational Technology; \*Electronic Mail; Grade 3; \*Internet; \*Preservice Teacher Education; \*Teacher Education Programs; Teacher Educator Education; Teacher Improvement; \*Theory Practice Relationship

Identifiers: Arkansas; \*Preservice Teachers; Technology Utilization; Wisconsin

EJ537912 IR534211

**Paired Keyboards as a Tool for Internet Exploration of Third Grade Students.**

Peters, Joseph M.

*Journal of Educational Computing Research*, v14 n3 p229-42 1996

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

A third grade class served as subjects of this study on the use of paired keyboards attached to a single microcomputer as a means to facilitate Internet exploration. A collaborative environment resulted, where students could benefit from the scaffolding provided by computer and Internet resources. (AEF)

Descriptors: \*Computer Uses in Education; \*Cooperative Learning; \*Discovery Learning; Educational Resources; Educational Technology; Elementary Education; Grade 3; Group Activities; Interaction; \*Internet; \*Keyboarding (Data Entry); \*Learning Activities; Microcomputers

Identifiers: \*Scaffolding

EJ532843 IR533620

**First Grade Online.**

Oakes, Celeste

*Learning and Leading with Technology*, v24 n1 p37-39 Sep 1996

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

A teacher describes how she integrated telecommunications and Internet technology into her first-grade language arts curriculum. The use of electronic mail to communicate with other student penpals generated student enthusiasm and motivation which improved reading and writing skills. Other projects included researching questions using Internet resources. (LAM)

Descriptors: \*Computer Mediated Communication; \*Electronic Mail; \*Grade 1; Information Technology; Integrated Activities; \*Integrated Curriculum; \*Internet; \*Language Arts; Learning Activities; Primary Education; Reading Skills; Research Tools; Student Motivation; Writing Skills

Identifiers: Pen Pals

EJ520499 PS524758

**Protecting Your Child on the Information Highway: What Parents Need to Know.**

Magid, Lawrence J.

*Montessori Life*, v8 n1 p26 Win 1996

Document Type: NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)

Discusses how parents can reduce the risks of inappropriate Internet use and ensure positive online experiences for their children. Gives guidelines for family rules and personal rules that each young user should know and understand. (ET)

Descriptors: Early Childhood Education; \*Internet; Montessori Method; Online Systems; \*Parent Role; Parents; Prevention; Safety; \*Young Children

Identifiers: Computer Use

EJ520441 PS524666

**Internet Connections.**

Lindroth, Linda K.

*Teaching PreK-8*, v26 n4 p78-79 Jan 1996

Document Type: DIRECTORY (132); JOURNAL ARTICLE (080)

Annotates 16 World Wide Web (WWW) sites dealing with math and science education matters covered in feature articles for this journal issue. Topics include math fairs, classroom restructuring, and hands-on science. (JW)

Descriptors: \*Class Activities; Cognitive Development; Cognitive Processes; Concept Formation; Elementary Education; \*Internet; \*Mathematical Concepts; Mathematics Skills; Preschool Education; \*Science Education

Identifiers: \*World Wide Web

EJ519110 SP524823

**Free in First Grade: Technology in One Classroom.**

Weaver, Cathy

*Kamehameha Journal of Education*, v6 p61-70 Sum 1995

Theme issue title: "Technology in the Classroom."

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

A first-grade teacher in Hawaii's Kamehameha Schools describes her experiences introducing educational technology into the classroom, examining her fears and successes as she and her students learned to use optical scanners, telecommunications, CD-ROM, and electronic mail to enhance their reading and writing skills. (SM)

Descriptors: \*Computer Assisted Instruction; Creative Teaching; \*Educational Technology; Electronic Mail; Grade 1; Optical Data Disks; \*Optical Scanners; Primary Education; \*Reading Instruction; Reading Skills; Teaching Methods; \*Telecommunications; \*Writing Instruction; Writing Skills

Identifiers: Hawaii; \*Kamehameha Schools HI

EJ513402 EA531163

**What 2nd Graders Taught College Students and Vice Versa.**

Curtiss, Pamela M.; Curtiss, Kerry E.

*Educational Leadership*, v53 n2 p60-63 Oct 1995

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

An Internet correspondence program gave Nebraska second-graders an audience for their writing and provided Iowa preservice teachers with insights into classroom teaching. The experience helped youngsters' reading, writing, and comprehension skills. The college students

learned that children can communicate in a sophisticated manner, have varied interests, and read at different levels. (MLH)

Descriptors: \*Childrens Literature; \*College School Cooperation; \*College Students; \*Electronic Mail; Elementary Education; \*Grade 2; Higher Education; \*Reading Strategies  
Identifiers: \*Internet; Iowa; Nebraska

EJ503599 PS523252

**Electronic Impersonations: Changing the Context of Teacher-Student Interaction.**

Harris, Judith B.

*Journal of Computing in Childhood Education*, v5 n3-4 p241-55 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Reports results from "Characters Online" a telecommunications in education project. Participating college students impersonated characters in children's books in electronic mail communications over the Internet with elementary school students reading the equivalent books. Both groups engaged frequently in informal conversation and rarely used regulatory or instructional language. (AA)

Descriptors: Child Language; \*Class Activities; Classroom Communication; \*Computer Mediated Communication; \*Computer Uses in Education; Educational Technology; Language of Instruction; Language Patterns; \*Language Styles; \*Online Systems; Primary Education; \*Teacher Student Relationship; Telecommunications

EJ499972 PS522971

**Literacy as a Sociocultural Tool in the Pursuit of Friendship.**

Westburg, Laura

*Dimensions of Early Childhood*, v23 n1 p5-9 Fall 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes the use of electronic mail and coded messages by two five-year olds in an early childhood class, examining the effects of early literacy on social interaction. Suggests that teachers need to create a classroom culture that offers authentic, meaningful experiences for children and that reflect real-life uses of literacy. (MDM)

Descriptors: Case Studies; Classroom Environment; Coding; Computer Uses in Education; Early Childhood Education; \*Electronic Mail; \*Friendship; \*Literacy; Microcomputers; \*Preschool Children; \*Social Development; \*Teacher Role

Identifiers: Emergent Literacy

EJ488495 PS522229

**Computers, Collaboration Take to the Road.**

*NHSA Journal*, v13 n1 p39-41 Sum 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes a training program undertaken by the Kentucky River Foothills Head Start and Eastern Kentucky University that uses a computer-equipped mobile learning lab. The project brings staff training and adult education opportunities to Head Start programs that have limited technological resources. The van contains eight networked computer workstations, a video recorder, television monitor, generators, and a wheelchair lift. (MDM)

Descriptors: Computer Networks; \*Computer Uses in Education; \*Mobile Educational Services; \*Parent Education; Partnerships in Education; \*Preschool Education; Program Descriptions; \*Staff Development

Identifiers: Eastern Kentucky University; Kentucky; \*Project Head Start

EJ487927 EC609114

**Using Distance Education to Prepare Early Intervention Personnel.**

Ludlow, Barbara L.

*Infants and Young Children*, v7 n1 p51-59 Jul 1994

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The Early Intervention Special Education Program at West Virginia University developed, implemented, and evaluated a distance education model using satellite broadcasts of coursework and supervised practicum experiences to train early interventionists. Program success suggests that emerging telecommunications technologies offer a feasible solution. (Author/JDD)

Descriptors: \*Disabilities; \*Distance Education; Early Childhood Education; \*Early Intervention; Practicums; Program Development; Program Effectiveness; Special Education; State Universities; \*Teacher Education; Teacher Education Programs; Telecommunications; \*Telecourses

Identifiers: \*West Virginia University

EJ486926 PS522106

**ATLIS. Early Childhood Development and the Electronic Age.**

Alexander, Nancy P.

*Young Children*, v49 n5 p26-27 Jul 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes the America Tomorrow Leadership Information Service (ATLIS) and how this information can benefit early childhood professionals. Discusses the future of telecommunications in the early childhood profession and includes a glossary of telecommunications terms. (HTH)

Descriptors: \*Early Childhood Education; Educational Resources; Glossaries; \*Information Networks; Information Sources; Online Systems; \*Professional Development; \*Telecommunications

Identifiers: ATLIS Computer Network

EJ486875 PS521985

**Online for New Learning Opportunities.**

Brett, Arlene

*Dimensions of Early Childhood*, v22 n3 p10-13 Spr 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Discusses the various ways computers and related technology are being used in early childhood and elementary settings. Describes different types of educational software, local area networks and telecommunications, and online information services such as CompuServe

and Prodigy. Gives examples of online curricular activities and advice on the mechanics of going online. (TJQ)

Descriptors: \*Computer Assisted Instruction; Computer Networks; \*Computers; Computer Software; \*Computer Uses in Education; Early Childhood Education; Educational Technology; Elementary Education; Information Services

EJ483740 IR528663

**Teaching Information Skills at the Primary Grade Levels.**

Sine, Lynn

*School Library Media Activities Monthly*, v10 n9 p29-30,33 May 1994

Document Type: TEACHING GUIDE (052); POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Offers suggestions for teaching information skills to kindergarten through second-grade students. Highlights include book titles to use as discussion lead-ins; library group activities; the use of technology, including computer software and electronic mail; and problem-solving skills. (LRW)

Descriptors: Computer Assisted Instruction; Courseware; Discussion (Teaching Technique); Electronic Mail; Group Activities; Information Literacy; Learning Activities; Learning Resources Centers; \*Library Instruction; \*Library Skills; Primary Education; Problem Solving; School Libraries

Identifiers: \*Information Skills

EJ481866 IR528469

**Teaching Global Studies with Technology.**

Kadamas, Stacey R.

*Media and Methods*, v30 n4 p24-25 Mar-Apr 1994

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes activities at the Frost Lake (Minnesota) Magnet School of Technology that relate to global concepts including interdependence, economics, and cultural change. Projects in sixth-grade and second-grade classes are explained, and benefits of an integrated approach are discussed, including student motivation and the use of higher order thinking skills. (LRW)

Descriptors: Class Activities; Computer Assisted Instruction; Courseware; Economic Factors; \*Educational Technology; Elementary Education; Grade 2; Grade 6; Magnet Schools; Student Motivation; Telecommunications; Thinking Skills

Identifiers: Cultural Change; \*Global Studies; Interdependence; Minnesota

EJ476859 TM517660

**Notes from ERIC/AE: More than a Name Change.**

Rudner, Lawrence M.

*Educational Measurement: Issues and Practice*, v12 n4 p27-29 Win 1993

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Activities of the new ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) are described, and planned activities and services are reviewed. ERIC/AE gathers information

pertaining to assessment, evaluation, and learning theory; and it makes that information available to a number of audiences through print and electronic media. (SLD)

Descriptors: \*Clearinghouses; \*Databases; Early Childhood Education; \*Educational Assessment; Educational Research; Educational Technology; Electronic Mail; Elementary Secondary Education; \*Evaluation Methods; \*Information Dissemination; Information Networks; \*Institutional Mission; Measurement Techniques; Postsecondary Education; Reference Services; Resource Materials

Identifiers: \*ERIC Clearinghouse on Assessment and Evaluation

EJ461769 RC509217

**Audio Teleconferencing: Creating a Bridge between Rural Areas and the University in Early Childhood/Special Education.**

Shaeffer, Margaret B.; Shaeffer, James M.

*Rural Special Education Quarterly*, v12 n1 p23-29 1993

Theme issue with title "Early Childhood Special Education."

Document Type: PROJECT DESCRIPTION (141); TEACHING GUIDE (052); JOURNAL ARTICLE (080)

Describes the University of Wyoming's use of audio teleconferencing to deliver coursework to rural teachers and other professionals fulfilling new state certification requirements in early childhood special education. Suggests teaching methods, teacher behaviors, and "classroom" techniques that increase effectiveness of teleconferencing courses. Summarizes student reactions to a teleconferencing course. (SV)

Descriptors: Classroom Communication; \*Classroom Techniques; \*Distance Education; Early Childhood Education; Extension Education; Higher Education; \*Inservice Teacher Education; Professional Education; \*Rural Education; Special Education; Teaching Methods; \*Teleconferencing

Identifiers: \*University of Wyoming

EJ457408 EC604951

**Technology Helps Parents Teach Their Children with Developmental Delays.**

Perry, Mary; Garber, Malcolm

*Teaching Exceptional Children*, v25 n2 p8-11 Win 1993

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The Parent Outreach Program in Toronto, Ontario, was developed to assist parents in home teaching of children with developmental delays. The program uses computers in direct service delivery, for assessment of adaptive behavior and goal attainment, development of teaching activities, and telecommunications. (JDD)

Descriptors: \*Computer Oriented Programs; Delivery Systems; \*Disabilities; Foreign Countries; \*Home Programs; Instructional Development; \*Outreach Programs; Parent Education; \*Parents as Teachers; Preschool Education; Program Development; Telecommunications

Identifiers: Ontario (Toronto)

EJ457304 EA527598

**Restructuring with Technology.**

Foley, Dorothy M.

*Principal*, v72 n3 p22,24-25 Jan 1993

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

One Massachusetts elementary school, desegregated and rebuilt with a complete system of state-of-the-art technology and infrastructure, has shown how technology can influence school restructuring and student achievement. School's technology is integrated into the whole curriculum. Garfield School's experience shows that computers can benefit both teachers and students, that technology can be upgraded, and that networking makes a critical difference. (MLH)

Descriptors: Computer Assisted Instruction; \*Computer Networks; \*Computer Uses in Education; \*Desegregation Effects; Early Childhood Education; \*Educational Technology; Elementary Education; Faculty Workload; \*Magnet Schools; Principals; \*School Restructuring; Teacher Response

Identifiers: \*Massachusetts (Revere)

EJ445003 RC508817

**Evaluating the Benefits of a Computer Based Telecommunication Network: Telementoring and Teletraining for Educators in Rural Areas.**

Kendall, Robbie M.

*Journal of Research in Rural Education*, v8 n1 p41-46 Win 1992

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes an inservice teacher training program for educators in early childhood special education in rural South Carolina using telecommunications, telementoring, and teletraining. The program evaluation shows significant improvements in participants' self-reported competency in using computers, understanding research journals, and using research information. (KS)

Descriptors: \*Access to Information; \*College School Cooperation; Early Childhood Education; Educational Technology; \*Inservice Teacher Education; Networks; Program Evaluation; \*Rural Schools; \*Special Education; \*Telecommunications

Identifiers: Telementoring; \*Teletraining

EJ441323 EC602615

**Use of Telecommunications for Inservice Support of Teachers of Students with Disabilities.**

Rule, Sarah; Stowitschek, Joseph J.

*Journal of Special Education Technology*, v11 n2 p57-63 Fall 1991

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

A project is described that applied electronic media to inservice training, support, and consultation of preschool special education personnel in geographically distant locations. The system permitted two-way, full-motion video as well as interactive audio communication and was extended into teachers' own classrooms for observation and training. (Author/JDD)

Descriptors: Consultation Programs; Demonstration Programs; \*Disabilities; \*Distance Education; Early Intervention; Federal Programs; \*Inservice Teacher Education; \*Interactive

Video; Postsecondary Education; Preschool Education; Technological Advancement;  
\*Telecommunications; Teleconferencing

EJ421705 IR522625

**Classroom Technology and Its Global Connections.**

Boston, Jane; And Others

*Media and Methods*, v27 n3 p18,48-49,54 Jan-Feb 1991

Report No: ISSN-0025-6897

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes three projects that use technology to adapt curriculum to a global approach: (1) kindergartners using a videotape to see a Japanese child; (2) eighth graders using Macintosh networked workstations to produce hypermedia presentations on community issues; and (3) a high school class using a computer-based telecommunications system to create an economics simulation. (LRW)

Descriptors: Computer Assisted Instruction; Computer Networks; Computer Simulation; \*Curriculum Development; Economics; \*Educational Technology; Elementary Secondary Education; \*Global Approach; Grade 8; Hypermedia; Kindergarten; Local Issues; Microcomputers; Telecommunications; Videotape Recordings; Young Children

Identifiers: Apple Macintosh; Japan; Workstations

EJ392000 CS738180

**Using a TTNS Electronic Mailbox in a Junior Class.**

Wishart, Elizabeth

*Reading*, v22 n3 p144-51 Nov 1988

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); RESEARCH REPORT (143)

Explains the use of the Times Network System's (TTNS) Electronic Mailbox in the classroom, discussing advantages and disadvantages, and suggests conditions favorable to a successful program. (NH)

Descriptors: Audience Awareness; Case Studies; \*Communication Skills; \*Computer Uses in Education; \*Electronic Mail; Foreign Countries; Information Networks; Information Processing; \*Information Technology; Intermediate Grades; Primary Education; Writing Instruction; Writing Skills

Identifiers: England; Times (London)

EJ380428 IR518962

**An Economic Analysis of Inservice Teacher Training.**

Rule, Sarah; And Others

*American Journal of Distance Education*, v2 n2 p12-22 1988

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

This economic analysis compares the costs of two training alternatives for inservice teacher training in rural areas: (1) actual training delivered via telecommunications, and (2) estimated costs of an equal amount of on-site training. A project at Utah State University using

interactive television for early education staff teaching handicapped children is described. (7 references) (LRW)

Descriptors: Comparative Analysis; \*Cost Effectiveness; Cost Estimates; Disabilities; Early Childhood Education; \*Inservice Teacher Education; Personnel; \*Rural Schools; \*Telecommunications; \*Training Methods

Identifiers: Interactive Television; Utah State University

EJ368919 EC202297

**Developing Writing Skills in Bilingual Exceptional Children.**

Goldman, Susan R.; Rueda, Robert

*Exceptional Children*, v54 n6 p543-51 Apr 1988

Special Issue: Research and Instruction in Written Language.

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141);  
REVIEW LITERATURE (070)

Target Audience: Teachers; Researchers; Practitioners

This paper reviews two theoretical approaches (cognitive-developmental and functional-interactive) to the study of the writing of bilingual exceptional children and discusses their implications for effective writing instruction. Also described are two illustrative research projects, one employing the dialogue-journal technique on a microcomputer and another using narrative writing in dyads. (Author/JDD)

Descriptors: \*Bilingual Students; Child Development; Cognitive Processes; Computer Uses in Education; Dialogs (Language); \*Disabilities; Early Childhood Education; Elementary Secondary Education; Interaction; Microcomputers; Online Systems; \*Skill Development; Teaching Methods; \*Writing (Composition); Writing Instruction; \*Writing Skills

Identifiers: Dyads; \*Functional Learning Environments

EJ367426 E 201893

**Modifying Preschool Teaching Behavior through Telecommunications and Graphic Feedback.**

DeWulf, Michael J.; And Others

*Teacher Education and Special Education*, v10 n4 p171-79 Fall 1987

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Target Audience: Practitioners; Researchers

Three undergraduate students were observed and trained through a two-way audio-video telecommunications system to use prescribed teaching tactics with preschool-aged handicapped children. Televised graphic feedback alone was insufficient in producing desired changes in teacher behavior, but televised graphic feedback plus televised verbal explanation of desired behaviors was sufficient. (Author/JDD)

Descriptors: Audiovisual Communications; \*Behavior Modification; \*Disabilities; \*Feedback; Preschool Education; \*Preservice Teacher Education; Student Behavior; Teacher Behavior; Teaching Methods; Teaching Styles; \*Telecommunications; \*Television; Verbal Communication; Visual Aids

EJ353997 EC192524

**An Analysis of the Use of Teleconferencing to Support a Rural Early Intervention Program.**

Shaddock, Anthony J.; Batchler, Mervyn W.

*Exceptional Child*, v33 n3 p215-19 Nov 1986

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Analysis of weekly teleconferences between a multidisciplinary resource team and rural Australian parents, teachers, and volunteers working in early intervention for students with handicaps indicated the expected high frequency of information giving by the team and an unexpected high frequency of information giving by teachers, parents, and volunteers.  
(Author/CB)

Descriptors: \*Disabilities; \*Distance Education; Early Childhood Education; Foreign Countries; \*Intervention; Parent Participation; \*Program Effectiveness; Resource Staff; \*Rural Areas; \*Teleconferencing

Identifiers: Australia; \*Early Intervention

EJ343870 EC190800

**A Directory of Resources Supporting Microcomputer Use in Early Childhood Special Education.**

Hurth, Joicey L.

*Journal of the Division for Early Childhood*, v10 n3 p270-82 1986

Document Type: JOURNAL ARTICLE (080); DIRECTORY (132)

Target Audience: Researchers; Practitioners

The directory lists and describes 48 resources organized by: projects using microcomputers to instruct young exceptional children, other early childhood special education microcomputer projects, technical assistance projects, software evaluation projects, publications and projects on adapted toys and educational devices, online electronic communication, and sources for publications and other print resources. (DB)

Descriptors: Computer Assisted Instruction; Demonstration Programs; \*Disabilities; \*Early Childhood Education; \*Educational Resources; Instructional Material Evaluation; \*Microcomputers; Online Systems; Program Descriptions; Technical Assistance; Toys

EJ341013 CS707211

**"Eavesdropping" on the FM Band: Children's Use of Radio.**

Christenson, Peter G.; DeBenedittis, Peter

*Journal of Communication*, v36 n2 p27-38 Spr 1986

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Describes a study of children's use of radio over the grade school years. Documents patterns of radio use and lists several categories of reasons offered by children for their use of the radio. (MS)

Descriptors: \*Audiences; \*Childhood Interests; Children; Communications; Elementary Education; Mass Media; \*Media Research; \*Radio; \*Telecommunications; \*Young Children

EJ333597 SO514975

**Computer Programs for the Mind: New Ways to Learn.**

Knauer, Gene

*Futurist*, v20 n2 p33-35 Mar-Apr 1986

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Interactive computer programs that include software able to mold its communication to the individual computer user will mean new links between man and machine. The computer will become an incredibly versatile tool for learning able to serve as a private tutor gearing instruction to the individual learner. (RM)

Descriptors: \*Computers; \*Computer Software; Elementary Secondary Education; \*Futures (of Society); Higher Education; Individualized Instruction; Online Systems; Preschool Education

EJ331773 IR515032

**Children's Broadcasting Information Online.**

Andrews, Patrice K.

*American Libraries*, v17 n1 p76,78 Jan 1986

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

This article describes a computerized clearinghouse for children's radio and television designed to help parents, teachers, librarians, and students gather information on programs targeted for preschool through high-school-aged children. Data on 20,000 programs for the pilot, access for special needs audience, and the book/short story connection are covered. (EJS)

Descriptors: Clearinghouses; \*Databases; Elementary Secondary Education; Information Services; \*Information Systems; \*Online Systems; Preschool Education; \*Programming (Broadcast); \*Radio; \*Television

Identifiers: Database Reviews; KIDSNET

## **An Internet Glossary**

## Glossary

<b>address</b>	A location on a disk or in memory where a piece of information is stored. Also often used to refer to one's email address, which consists of letters followed by @ (i.e., "at" sign) and two or more domain names (example: jsmith@uiuc.edu).
<b>archive</b>	Storage of files for future use. Used in this book to indicate where Internet discussion group proceedings are stored and accessible.
<b>ARPANet</b>	An early effort to connect together a U.S. Defense Department network; an experimental network intended to support military research.
<b>ASCII</b>	American Standard Code for Information Interchange.
<b>ASCII file</b>	File that contains only ASCII characters (i.e., basic alphanumeric characters) and that can be sent directly over most computer networks such as the Internet. Non-ASCII files, which contain program-specific formatting codes and special characters, may not necessarily be sent over computer networks without additional special software such as MIME (see also).
<b>baud</b>	Measure of digital communication speed that measures how many signals are transmitted per second. Do not confuse with bits per second.
<b>BITNET</b>	Because It's Time NETwork. A network connecting primarily IBM mainframes and minicomputers in research institutions and universities around the world. A low-cost, low-speed network, BITNET was developed to provide distributed network access beyond the limits of the original ARPANet (see also) network.
<b>bits per second</b>	Measure of digital communication speed that measures how many characters are transmitted across a datalink each second. Do not confuse with baud rate.
<b>body (email message)</b>	The actual text of an email message. (See also "subject [email message].")
<b>bounced message</b>	An email message that is undeliverable for some reason, and has been returned to the original sender.
<b>CELLO</b>	A World Wide Web browser intended for use with Microsoft Windows.

<b>client</b>	A computer that requests information or files from another computer connected to the Internet (the other computer is called a "server" [see also]).
<b>community computing network</b>	A network that provides a large group of users, usually at the community or regional level, with access to the Internet and to local resources, typically at very low cost.
<b>connect time</b>	The length of time you are "logged on" to a computer system.
<b>cyberspace</b>	Term invented by William Gibson in the science fiction novel <i>Neuromancer</i> to refer to a futuristic computer network that people use by plugging their brains into it.
<b>daemon</b>	Software on a UNIX operating system that runs continuously, performing "housekeeping" chores. The term is most visible to email users who send an email message to an improper address; the mail is returned by a mail daemon. Software that runs Gopher and World Wide Web sites is "daemon" software. This software is always running; it doesn't need to be repeatedly "started up" (as you repeatedly "start up" a word processor each time you want to use it, for example).
<b>domain name system</b>	A standardized system for naming computers on the Internet. See Chapter 1.
<b>DOS</b>	Disk Operating System.
<b>download</b>	To transmit data from a remote computer to a local computer on which a user is working.
<b>electronic discussion group</b>	See "mail list."
<b>electronic discussion list</b>	See "mail list."
<b>electronic mail list</b>	See "mail list."
<b>FAQ</b>	Frequently asked question. FAQs are files containing the answers to frequently asked questions and are frequently found at Internet sites.
<b>Finger</b>	A facility used on a UNIX computer connected to the Internet that locates an individual's logon name in an email address, given the domain name of the computer the individual uses for email.

<b>FTP</b>	File Transfer Protocol. Program that allows users to transfer files from one computer to another over a network. Some knowledge of the other computer's operating system is required.
<b>Gopher</b>	An information server that contains extensive information organized by menu. Gophers can also provide access to other information servers anywhere in the world by "pointing" to them from a menu item. Gopher has generally been superseded by the World Wide Web (see also).
<b>header</b>	The part of an electronic mail message generated by the protocols that govern message transfer. Provides information about who originated a message, its pathway of travel across the Internet, and machine identifications along the way.
<b>home page</b>	See Web site.
<b>HTML</b>	HyperText Markup Language. A series of codes inserted into ASCII text documents that instruct a Web browser (see also) how to display the documents.
<b>HTTP</b>	HyperText Transfer Protocol. A type of electronic protocol used by computers on the World Wide Web for communicating with each other. The four letters "http" appear at the beginning of the URL (see also) of many World Wide Web pages.
<b>hypertext document</b>	A document that contains within it links to other documents; by choosing a link, a user is automatically connected to another document on a local computer or over the Internet.
<b>Internet</b>	An international network of networks serving educational, military, government, and commercial institutions.
<b>Internet Explorer</b>	A graphical World Wide Web browser produced by Microsoft Corp.
<b>Internet service provider</b>	An institution, organization, or commercial enterprise that provides users with access to the Internet.
<b>InterNIC</b>	An organization that assigns Internet domain names (see also) within the United States.
<b>IP address</b>	The numerical address assigned to each computer on a network so that its location and activities can be distinguished from other computers.
<b>JUGHEAD</b>	A type of software used to search an individual Gopher (see also) site.

<b>Listserv</b>	A software product that operates Internet discussion groups or mail lists (see also).
<b>Listprocessor</b>	A software product that operates Internet discussion groups or mail lists (see also).
<b>logon, login</b>	(1) A unique name you use to access or "log on" to a computer; usually appears as the first part of your email address, before the "at" sign. (2) To access a computer by providing a unique user name.
<b>mail list</b>	An umbrella term that includes all kinds of Internet discussion groups based on Listserv, Majordomo, Listprocessor, or other kinds of software. Individuals "subscribe" to a mail list. A message that a subscriber sends to the mail list is automatically distributed to every other subscriber on the mail list.
<b>Majordomo</b>	A software product that operates Internet discussion groups or mail lists (see also).
<b>MIME</b>	Multi-Purpose Internet Mail Extensions. This is a specification for sending objects other than message text (most often text files, but can also include other files such as software or graphics) in email messages.
<b>modem</b>	A device that fits into or onto your computer for the purpose of exchanging information with another computer via the telephone network.
<b>Navigator</b>	A graphical World Wide Web browser produced by Netscape Corp.
<b>netiquette</b>	Internet etiquette.
<b>password</b>	A string of alphanumeric characters used to protect a logon account on a computer by making it very difficult for unauthorized users to access that account. A password is not totally secure and may not be absolutely effective in preserving your privacy and the safety of the network you belong to, especially if you share your password with someone else.
<b>PPP</b>	Point-to-point protocol. A protocol that allows a computer to speak over the phone line to a variety of networks that use different network languages, including AppleTalk, IPX, and IP. PPP is helpful if you use the Internet extensively from home by dialing in to an institutional computer account. To use PPP, you need a high-speed modem and special PPP software. Check with your local system administrator to see if PPP is available through your type of account.

<b>search engine</b>	A program used to search a collection of electronic resources. Search engines exist on the Internet that can search for information in millions of Internet sites.
<b>server</b>	A computer on the Internet that provides (or "serves") information or files to other computers (called "clients") that send requests to the server. (See also "client.")
<b>signon</b>	Same as login.
<b>SLIP</b>	Serial Line Internet Protocol. A precursor of and similar in function to PPP (see also).
<b>subject (email message)</b>	A field in the header of an email message into which one can type a short description of the topic of the email message. (See also "body [email message].")
<b>surfing</b>	The enjoyable act of browsing for Internet information.
<b>TCP/IP</b>	Transmission Control Protocol/Internet Protocol. A set of protocols used by the Internet to support services such as TELNET, file transfer (FTP), and mail (SMTP).
<b>TELNET</b>	Internet standard protocol for remote terminal connection. Enables a user at one site to log on to a server as if his or her own computer were directly connected to the server.
<b>UNIX</b>	UNIX is an operating system used on a variety of mainframes, workstations, and personal computers. It has short commands and advanced file sharing and networking capabilities.
<b>URL</b>	Uniform Resource Locator. A format of Internet address used on the World Wide Web.
<b>USENET</b>	An informal news network linking many sites around the world.
<b>VERONICA</b>	A type of software used to search Gopher (see also) sites worldwide.
<b>Web site</b>	A collection of information or resources on the World Wide Web that usually consists of a series of files or "pages," including hyperlinks as well as graphics and other nontext files. The page which introduces the site is called the "Home Page."
<b>Web browser</b>	A program that allows users to connect to sites on the World Wide Web. Web browsers can be text-only (such as Lynx) or graphical (such as Netscape Navigator and Microsoft Internet Explorer).

**World Wide Web**

That part of the Internet that allows users to easily follow links among hypertext documents (see also) and to view files that contain both text and nontext (such as graphics, video clips, sound, etc.) material. A Web browser (see also) is a software product that allows users to access the World Wide Web.

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## **Appendix**

## ***The ERIC Clearinghouse on Elementary and Early Childhood Education*** *University of Illinois at Urbana-Champaign*

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*Providing information for educators, parents and families, and all of us interested in the development, education, and care of children from birth through early adolescence, since 1967.*

***The ERIC Clearinghouse on Elementary and Early Childhood Education*** is one of 16 ERIC clearinghouses funded by the Office of Educational Research and Improvement, U.S. Department of Education. ERIC clearinghouses identify, select, and prepare entries describing materials related to education for the ERIC database, the world's most frequently used collection of information on education.

ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life.

### ***Acquisitions and Database Building***

ERIC/EECE identifies and selects conference papers, research reports, curriculum materials, government documents, opinion papers, published books, videos, and multi-media kits for possible inclusion in the ERIC database. About 70% of materials submitted to ERIC/EECE are accepted. The clearinghouse also annotates and indexes articles from more than 50 journals for the ERIC database.

### ***Information Services***

The clearinghouse provides information in response to mail, telephone, and electronic requests. Responses may include a short search of the ERIC database, full-text articles, resource lists and flyers, and/or appropriate referrals. For parents, ERIC/EECE operates the PARENTS AskERIC question-answering service, which is part of the nationally acclaimed AskERIC systemwide project to provide electronic information services over the Internet ([askeric@askeric.org](mailto:askeric@askeric.org)).

### ***Publications***

In support of its dissemination and question-answering activities, the clearinghouse produces ERIC Digests (2-page articles on topics of high interest), the *ERIC/EECE Newsletter*, and *Early Childhood Research & Practice*, an electronic journal. Other ERIC/EECE publications include a major series titled *Perspectives from ERIC/EECE*, Resource Lists, *ReadySearches* (searches of the ERIC database on popular topics), information packets, and occasional papers. A complete listing of all products is available from the clearinghouse upon request.

The clearinghouse supplies no-cost camera-ready copies of newsletters, Digests, and Resource Lists for other organizations and individuals to use at conferences and meetings.

ERIC/EECE is accepting submissions to its new electronic journal *Early Childhood Research & Practice*. Author guidelines and subscription information are available on the journal's Web site:

<http://ecrp.uiuc.edu/>

### ***Internet Activities***

For educators and parents with Internet access, ERIC/EECE offers a World Wide Web site at the following address:

<http://ericeece.org/>

The clearinghouse also operates several Internet-based discussion groups — on early childhood education (ECENET-L); early childhood policy issues (ECPOLICY-L); middle level education (MIDDLE-L); parenting (PARENTING-L); the project approach in early education (PROJECTS-L); the Reggio Emilia (Italy) approach to early education (REGGIO-L); school-age care (SAC-L); campus children's centers (CAMPUSCARE-L); families, technology, and education (FTE-L); early childhood professional development (ECPROFDEV-L); leadership in early childhood education (ECLEADERS-L); and early childhood director credentialing systems (DIRCRED-L). Complete information on subscribing to the discussion groups is available on request.

### ***National Parent Information Network***

A major focus of clearinghouse activity is the National Parent Information Network (NPIN), which ERIC/EECE operates with the ERIC Clearinghouse on Urban Education. This award-winning Web site and information service for parents and parenting professionals offers full-text information on parenting, child development, family life, and parent-education partnerships. NPIN also works with a national collaborative of parenting organizations to improve parent education. NPIN can be accessed at:

<http://npin.org/>

### ***ERIC/EECE Partners Program***

ERIC/EECE also maintains a partners program, working with organizations to exchange information and to inform their constituencies about the education-related information available from ERIC. Partners receive special services and complimentary copies of ERIC/EECE publications.

### ***Workshops and Conferences***

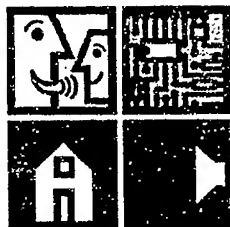
ERIC/EECE staff offer periodic workshops and presentations on ERIC services and on Internet use at national conferences. A limited number of presentations are also made on a cost-recovery basis.

### ***For More Information...***

A complete publications list and sample copies of the *ERIC/EECE Newsletter* are available upon request. Information on submitting materials to ERIC, the ERIC system, the partners program, workshops, Internet services, and NPIN activities is also available by contacting:

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)  
University of Illinois  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469  
Telephone: 800-583-4135 (Voice/TTY)  
217-333-1386  
Fax: 217-333-3767  
Email: [ericeece@uiuc.edu](mailto:ericeece@uiuc.edu)  
Internet: <http://ericeece.org/>

# NPIN



National Parent Information Network

<http://npin.org/>

*Information on parenting and on parent involvement in education  
at your fingertips . . .*

## What Is NPIN?

The National Parent Information Network (NPIN) finds and shares high-quality materials related to parenting and parent involvement in education. The focus is on creating an attractive, widely available resources collection that incorporates graphics and other parent-friendly features of the Internet. NPIN:

- provides an attractive, single point of access on the World Wide Web to high-quality, noncommercial information on parenting and parent involvement in their children's education;
- continually adds new information to its already broad collection for parents and those who work with parents; and
- trains parents and parenting professionals in the skills needed to use NPIN and to participate in the emerging national information infrastructure.

*For parents . . .* NPIN offers easy access to high-quality information on raising healthy children and on becoming informed partners in their children's education.

*For organizations . . .* NPIN provides research-based information that can be incorporated with local resources on parenting and on how parents can be actively involved in their children's learning at home, at school, and in their communities.

## What Does NPIN Do?

Since 1993, NPIN has been developing one of the largest collections of high-quality, noncommercial information on the Internet on parenting, child development, and family life. The U.S. Department of Education supports the National Parent Information Network through the ERIC program. NPIN provides the following services:

**PARENT NEWS** — An award-winning Internet source of news on child rearing and education for parents, *Parent News* is updated every two months and includes feature articles; listings and descriptions of parenting-related organizations, newsletters, books, and Internet sites; and community parent-support programming ideas.

**PARENTS AskERIC** — An electronic mail question-and-answer service for parents and those who work with parents on issues related to child development, care, and education.

**PARENTING-L** — An informal Internet discussion list for parents and parenting professionals that focuses on current parenting concerns.

**RESOURCES FOR PARENTS AND PARENTING PROFESSIONALS** — A large and growing collection of articles, essays, and other materials on family life, child development, and parenting from birth through early adolescence.

**FAMILIES, TECHNOLOGY, AND EDUCATION CONFERENCE** — Held in October 1997, this unique conference examined the role of technology in linking families and schools and the effect of media on children's and families' lives and learning.

### How Can You Participate?

- Visit NPIN's Web site at <http://npin.org/>
- Use PARENTS AskERIC by emailing parenting questions to [askeric@askeric.org](mailto:askeric@askeric.org)
- Work with NPIN to share your high-quality parenting materials. The list of organizations contributing information to NPIN continues to expand. It includes the Center for Schools, Families and Community Partnerships, the National Association for the Education of Young Children, the National Urban League, National Fathers Network, and many other organizations.
- Provide feedback and suggest new materials to be acquired, and topics or issues that you or the families you work with would like to see included on the National Parent Information Network.
- Contact NPIN to discuss a training workshop for your local family center, library, Head Start program, school, or parenting organization.

### For more information, contact:

National Parent Information Network  
ERIC Clearinghouse on Elementary and Early Childhood Education  
University of Illinois at Urbana-Champaign  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469



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- ☐ *ERIC/EECE Newsletter*; Twice yearly, free; check here to receive the current issue.

#### • Resource Lists (No cost or shipping charges.)

- ☐ *Native Americans: Recommended Books and Resources*. May, 1998.
- ☐ *Bullying in Schools: Resources*. May, 1998.
- ☐ *Developmentally Appropriate Practices in Primary Education*. May, 1998.
- ☐ *The Project Approach*. May, 1998.
- ☐ *Scheduling at the Middle Level*. May, 1998.

#### • Major Publications

- ☐ *NEW! The Project Approach Catalog 2*, by the Project Approach Study Group (1998). Judy Helm, ed. Cat. #219, \$10.
- ☐ *NEW! Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, \$10.
- ☐ *Child Development Knowledge and Teachers of Young Children*, by Lilian G. Katz (1997). Cat. #217, \$10.
- ☐ *A to Z: The Early Childhood Educator's Guide to the Internet*, by the ERIC/EECE staff, with an introduction by Dianne Rothenberg (Rev. 1998). Cat. #214, Loose-leaf pages only, \$10. ☐ \$15 with binder.
- ☐ *Helping Others with Their Teaching*, by Lilian G. Katz (revised 1993). Cat. #213, 30p., \$5.

*Perspectives Series*. Titles in this series include an extensive bibliography of citations from the ERIC database.

- ☐ *Reflections on the Reggio Emilia Approach*, a collection of seven papers (1994). Cat. #215, \$15.
- ☐ *Distinctions between Self-Esteem and Narcissism:*

*Implications for Practice*, by Lilian G. Katz (1993). Cat. #212, 82p., \$10.

- ☐ *Dispositions: Definitions and Implications for Early Childhood Practices*, by Lilian G. Katz (1993). Cat. #211, 47p., \$5.
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## Helping Early Childhood Teacher Education Students Learn about the Internet

Lisa Janicke Hinchliffe

Teacher educators in the early childhood education (ECE) and child development fields can use the technological capacities of the Internet to expand the boundaries of the classroom and enrich the learning experiences of their students. The Internet is a vast system of computer networks that exchange electronic data, thereby facilitating communication and access to information. Many teacher educators are aware of the potential of the Internet but are not certain how to integrate the Internet into early childhood teacher education. This digest provides examples of projects which could be used in a child development classroom to introduce students to Internet resources. The URLs ("uniform resource locators," or Internet addresses, of Web sites or Gophers) cited in boldface numbered items are listed in the Electronic References section at the end of the digest.

### Getting Started

A connection to the Internet and a willingness to learn are the foundation for integrating the Internet into an ECE classroom; however, a few other resources will help. Students must receive training in how to use the Internet. Texts by Kovacs (1995) and Jaffe (1994) can help teacher educators design appropriate training sessions. A guide published by ERIC/EECE (1995) provides specific information about using the Internet and describes Internet resources of interest to adults working with young children. Teacher educators can also use materials made available via the Internet by other Internet trainers, such as can be found in the searchable index at **Yahoo!**, titled **Computers and Internet** (11).

### Using Electronic Discussion Groups

Electronic discussion groups, or mailing lists, provide opportunities for people to have conversations about topics of mutual interest via electronic mail (email). **Liszt** (8) is a searchable directory of discussion groups which includes directions for subscribing. Examples of discussion groups related to ECE are **ECENET-L** and **ECEOL-L** (on ECE in general), **SAC-L** (on school-age child care), **REGGIO-L** (on the preschool approach used in Reggio Emilia, Italy), and **CYE-L** (on appropriate environments for young children).

There are no membership charges for subscribing to a discussion group; however, in order to participate in them, students need email accounts. Email accounts are available from many teaching institutions, community computing networks (such as **Free-Nets**), or commercial Internet providers. It is important for instructors to

provide training in email use rather than assume students will learn to use email on their own. The technical details of using email vary from system to system; the local network administrator can usually provide assistance. Once students have access to email and discussion groups, they can undertake the following activities.

*Learn about email etiquette.* Students will need to understand Internet etiquette, or "netiquette." For example, explain that students should "lurk"—read the discussions and observe the tone of the group—before posting. Discuss netiquette in class, and develop a list of guidelines that will be used in their interactions with discussion groups. Additional netiquette tips are offered by **Rinaldi** (10).

*Focus on a single discussion group.* The number of messages posted to and topics discussed on a single discussion group can be overwhelming. Students new to discussion groups are likely to become frustrated if they try to keep up with all messages on several lists. Divide the students into groups and assign each student group a particular discussion group to monitor. Every month have each student group summarize the major or most useful interactions on its discussion group for others in the class. These summaries can be presented orally during class time or distributed by email. By sharing summaries, students can learn how professionals share information with one another and at the same time determine which discussion groups are most relevant to their own personal interests.

*Ask the experts.* Many people who belong to ECE discussion groups are practitioners working with young children who are often willing to provide information on good practice. Their expertise is a valuable resource for students. Select a discussion group related to the topic of the course research paper and have students join the group. In addition to using published resources, students can solicit input from practitioners in ECE about their topic. Explain to students that specific questions which show previous research and careful thought are more likely to generate useful responses from discussion group members. For example, rather than asking "How do you mainstream children?" students might construct a specific request for information: "I am trying to identify techniques to use in mainstreaming a six-year-old boy with Downs Syndrome into a session of science experiments with water. I have considered working with students in small groups rather than as a whole class. What would you recommend doing so that he can participate fully without disrupting the experiments?" Preview students' questions before they send them

to the discussion group. If possible, confirm with the owner of the discussion group that the requests will not be disruptive. Avoid having several students ask the same question of the same group.

**Be the expert.** Many requests for information are posted daily to discussion groups. Assign students to select a question that interests them and then research and write a response. Preview responses before students send them. Responses should include references to the information resources that were consulted as well as an explanation that the response is part of a course requirement, so that the original requester will not expect such researched responses to every question.

**Summarize the conversation.** A copy of each message sent to various education-related discussion groups is archived in the **AskERIC Virtual Library Education Listserv Archives (2)**. Each discussion group has its own chronologically arranged archive. Students might browse discussion group archives for topics which generated more than ten messages and can write a summary of the discussion and points of consensus that emerged. For example, students could summarize the **January 1995 ECENET-L (3)** discussion about Power Rangers. These summaries can be distributed to class members or reviewed by the teacher educator.

### Using World Wide Web and Gopher Resources

The World Wide Web and Gophers are depositories of publicly accessible information that can be used to supplement course textbooks or readings. The Web is a hypermedia environment consisting of text, graphics, audio, and video. Gophers are menu-based resources of text files. Web and Gopher sites, such as **ERIC/EECE's Web site (5)**, can be accessed using Web browser software that is graphical (such as Netscape) or text-based (such as Lynx); Gophers can also be accessed using Gopher software. The local network administrator can provide information about the availability and use of this software. Using the World Wide Web and Gophers, students can try the following activities.

**Create an information packet.** Parents and guardians are important partners in educating young children and often request information from early childhood educators. Have students create a parent information packet on topics of their choosing using full-text resources from, for example, **ERIC/EECE's Web site (5)**, the **National Parent Information Network (NPIN) (9)**, and other **ERIC system Web sites (6)**. Possible topics include kindergarten readiness, children and the mass media, sibling interactions, and discipline.

**Search for lesson plans.** Students developing lesson plans on particular topics can search the Web for examples. Two possible "search engines" to use are **infoseek (7)** and **Alta Vista (1)**; a more complete list is available in the searchable index in **Yahoo!, titled Computers and Internet...Searching the Web (12)**. No search engine available can do a comprehensive search of all Web sites. Most search engines allow keyword searching, but the level of search sophistication varies from one search engine to another. In general, using the phrase "lesson plans" and a keyword describing the topic area will retrieve good search results. For example, to look for lesson plans for a science unit on flowers, use the keywords "lesson plans" and "flowers."

**Solve a problem.** Many ECE programs require students to observe children and staff interacting in an ECE setting such as a preschool. Instruct students to keep a record of the problems that they see when they are observing. When the students return from observing, divide them into groups and have each group search the **ERIC database (4)** and use **ERIC/EECE** and other Internet

resources to research possible solutions to one of the problems observed. As a group, the students could discuss the possible solutions, select their preferred solution, and present the problem and solution to the entire class. If appropriate, the proposed solution could also be presented to the staff working in the ECE setting.

**Be an information provider.** In addition to using the information posted by other people, students can be involved in projects to provide information via the Web. To create a Web site, students will need access to a Web server (available in many postsecondary settings) and knowledge of HTML (hypertext markup language, the formatting language for creating Web pages). A class of students could create a Web site for their class or work with a local or campus child care center to create a Web site for the center.

### Conclusion

The Internet is a vast community of people and resources. By integrating Internet use into early childhood teacher education programs, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the global ECE community.

### For More Information

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). (1995). *A to Z: The Early Childhood Educator's Guide to the Internet*. (1995). Urbana, IL: Author.

Kovacs, D. (1995). *The Internet Trainer's Guide*. New York: Van Nostrand Reinhold.

Jaffe, L.D. (1994). *Introducing the Internet: A Trainer's Workshop*. Berkeley: Library Solutions Press.

### Electronic References

These URLs are in the format typically used with a Web browser. Type the URL in the "File-Location" (or "Document URL," etc.) selection box of the Web browser.

1. **Alta Vista** — <http://www.altavista.com/>
2. **AskERIC Listsrv Archives** — [http://ericir.syr.edu/Virtual/Listsrv\\_Archives/](http://ericir.syr.edu/Virtual/Listsrv_Archives/)
3. **ECENET-L Archives** — [http://ericir.syr.edu/Virtual/Listsrv\\_Archives/ecenet-l.html](http://ericir.syr.edu/Virtual/Listsrv_Archives/ecenet-l.html)
4. **ERIC db** — <http://ericae.net/search.htm>
5. **ERIC/EECE** — <http://ericeece.org/>
6. **ERIC System** — <http://ericps.ed.uiuc.edu/eece/ericlink.html>
7. **Infoseek** — <http://www.infoseek.com/>
8. **Liszt** — <http://www.liszt.com/>
9. **NPIN** — <http://npin.org/>
10. **Rinaldi** — <http://www.fau.edu/rinaldi/net/index.html>
11. **Yahoo! Computers and Internet** — [http://dir.yahoo.com/Computers\\_and\\_Internet/](http://dir.yahoo.com/Computers_and_Internet/)
12. **Yahoo! Computers...Searching the Web** — [http://dir.yahoo.com/Computers\\_and\\_Internet/Internet/World\\_Wide\\_Web/Searching\\_the\\_Web/](http://dir.yahoo.com/Computers_and_Internet/Internet/World_Wide_Web/Searching_the_Web/)

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# ERIC/EECE Internet Services

## AskERIC and PARENTS AskERIC

AskERIC and PARENTS AskERIC are Internet question-answering services of the ERIC system coordinated by the ERIC Clearinghouse on Information and Technology (ERIC/IT) and ERIC/EECE. Email your questions about the development, education, and care of children to: [askeric@askeric.org](mailto:askeric@askeric.org)

## World Wide Web Sites

### ERIC/EECE

<http://ericeece.org/>

The hub of the ERIC/EECE World Wide Web server, this site provides links to all other ERIC/EECE sites. The site includes ERIC/EECE publications, links to all other ERIC system sites, links to places where the ERIC database can be searched, and information on ERIC/EECE listservs.

### National Parent Information Network (NPIN)

<http://npin.org/>

NPIN is an extensive collection of materials for parents and those who work with them. The full texts of brochures, pamphlets, and longer publications for parents and family support personnel are included. Links to other parenting sites are also included. The site contains information about the Families, Technology, and Education Initiative (<http://npin.org/fte.html>).

### Early Childhood Research & Practice (ECRP)

<http://ecrp.uiuc.edu/>

ECRP is a peer-reviewed electronic journal that covers topics related to the growth, learning, development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and development, and on issues related to practice, parent participation, and policy.

### ReadyWeb

<http://readyweb.crc.uiuc.edu/>

This site presents information and resources pertaining to school readiness, including ERIC bibliographies, a virtual library of full-text materials, and links to other Web resources.

### National Child Care Information Center (NCCIC)

<http://nccic.org/>

NCCIC, funded by the U.S. Department of Health and Human Services, is the Adjunct ERIC Clearinghouse for Child Care. This site contains topical newsletters and publications about child care, a resource guide to organizations related to child care, and links to many other child care sites on the Internet.

### CLAS Early Childhood Research Institute

<http://clas.uiuc.edu/>

The Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute is a collaborative organization that evaluates early intervention and preschool practices that are effective for culturally and linguistically diverse families. The Web site has information on submitting materials to and reviewing materials for CLAS.

### Center for Career Development in Early Care and Education

<http://ericps.crc.uiuc.edu/ccdece/ccdece.html>

Located at Wheelock College, the Center for Career Development in Early Care and Education provides information about professional development for child care and early education professionals.

### National Coalition for Campus Children's Centers

<http://ericps.crc.uiuc.edu/n4c/n4chome.html>

The National Coalition for Campus Children's Centers offers information relevant to campus child care centers and other two-year or four-year campus settings for young children.

### California Child Care Health Project (CCHP)

<http://ericps.crc.uiuc.edu/cchp/cchphome.html>

The CCHP Web site features information on health and safety in child care settings, particularly family child care.

### U.S. National Committee of the World Organization for Early Childhood Education

(Organization Mondiale pour l'Éducation Préscolaire [OMEP])

<http://omep-us.crc.uiuc.edu/>

This Web site describes the work of OMEP and OMEP's U.S. National Committee, provides information about membership in the U.S. National Committee, presents an international OMEP Directory and news items related to OMEP and early childhood topics, and lists upcoming events.

### National Association of Early Childhood Specialists in

State Departments of Education (NAECS/SDE)

<http://ericps.crc.uiuc.edu/naecs/>

This Web site provides information about the work of NAECS/SDE and copies of position papers and other short publications from NAECS/SDE.

## Electronic Discussion Groups

ERIC/EECE currently sponsors 12 electronic *discussion groups* (or *lists*) on the Internet. These groups operate on Listserv software on the University of Illinois's "postoffice" computer.

**REGGIO-L:** Provides a forum for discussing the Reggio Emilia approach to early education; co-sponsored by ERIC/EECE and the Merrill Palmer Institute at Wayne State University.

**ECENET-L:** Serves as a forum for discussions of the development, education, and care of children from birth through age 8; sponsored by ERIC/EECE.

**MIDDLE-L:** Intended for middle level educators, teacher educators, and others interested in children ages 10-14 and education at the middle level.

**ECPROFDEV-L:** Meant for those involved in the preservice or inservice education and training of early childhood personnel.

**PROJECTS-L:** Discusses ways to implement the project approach as an instructional strategy; co-owned by Sylvia Chard at the University of Alberta and ERIC/EECE.

**SAC-L:** Intended for those interested in school-age care; co-owned by ERIC/EECE and the National Institute on Out-of-School Time (NIOST) at the Center for Research on Women at Wesley College.

**PARENTING-L:** Provides a forum for parents concerned about family life in the 1990s. Topics discussed include child-raising and parent involvement in education.

**CAMPUSCARE-L:** Concentrates on issues related to campus child care or lab school environments for young children; operated by ERIC/EECE and the National Coalition for Campus Children's Centers.

**ECPOLICY-L:** Centers on policy issues pertaining to children and families, child care, and preschool education; co-sponsored by the National Association for the Education of Young Children and ERIC/EECE.

**FTE-L:** Focuses on issues related to families, technology, and education, such as the use of technology to support families in educating their children and the impact of the Internet on family life.

**ECLEADERS-L:** Focuses on leadership in the early childhood and school-age field; co-sponsored by ERIC/EECE and the Center for Career Development in Early Care and Education at Wheelock College.

**DIRCRED-L:** Focuses on the work being done to develop early childhood and school-age director credentials; co-sponsored by ERIC/EECE and the Center for Career Development in Early Care and Education at Wheelock College.

To subscribe to any of these discussion groups, send an email message to: [listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)

Leave the subject line blank. Do not include a signature with the message. In the body of the message, type *only* the following: *subscribe listservname your-first-name your-last-name*

For example, if you are Jane Doe who wants to subscribe to ECENET-L, simply type: *subscribe ECENET-L Jane Doe*

You will automatically be subscribed to the discussion list and will receive back (via email) a notice of subscription and information about the list. This information includes instructions on sending commands to the list, such as the command for signing off the list. *Please save these instructions for future reference.* Note that there are two email addresses associated with each list—an administrative address and a discussion list address. The *administrative address* ([listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu)), which is the same for all 12 lists, is used for sending subscription requests and other administrative messages. *Do not send messages intended for the list administration to the discussion list address.* To post a message to the list for all list members, send the message to the *discussion list address*. The discussion list addresses for the lists are:

REGGIO-L@postoffice.cso.uiuc.edu  
ECENET-L@postoffice.cso.uiuc.edu  
MIDDLE-L@postoffice.cso.uiuc.edu  
PROJECTS-L@postoffice.cso.uiuc.edu  
SAC-L@postoffice.cso.uiuc.edu  
ECLEADERS-L@postoffice.cso.uiuc.edu

PARENTING-L@postoffice.cso.uiuc.edu  
CAMPUSCARE-L@postoffice.cso.uiuc.edu  
ECPOLICY-L@postoffice.cso.uiuc.edu  
ECPROFDEV-L@postoffice.cso.uiuc.edu  
FTE-L@postoffice.cso.uiuc.edu  
DIRCRED-L@postoffice.cso.uiuc.edu



For more information, contact:

ERIC/EECE, University of Illinois, 51 Gerty Dr., Champaign, IL 61820-7469

(217) 333-1386; (800) 583-4135 (voice/TTY); fax: (217) 333-3767; email: [ericeece@uiuc.edu](mailto:ericeece@uiuc.edu)

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## ERIC SYSTEM DIRECTORY 1998

To make ERIC information more accessible to users, all ERIC Clearinghouses and support components now operate toll-free lines. Users within the United States can call the Clearinghouse 800 numbers to speak directly with friendly, knowledgeable staff familiar with ERIC and, more specifically, familiar with the coverage of their subject area(s) in the ERIC database. Each Clearinghouse keeps a separate mailing list for disseminating its publications such as newsletters, product lists, and Digests. For search strategy assistance or to be placed on a Clearinghouse mailing list, contact the appropriate Clearinghouse below

### Educational Resources Information Center (ERIC)

U.S. Department of Education  
National Library of Education  
Office of Educational Research and Improvement  
(OERI)  
555 New Jersey Avenue, NW  
Washington, DC 20208-5721  
Telephone: (202) 219-2221  
E-mail: [eric@inet.ed.gov](mailto:eric@inet.ed.gov)  
URL: <http://www.ed.gov>

### CLEARINGHOUSES

#### Adult, Career, and Vocational Education

Ohio State University  
1900 Kenny Road  
Columbus, OH 43210-1090  
Telephone: (614) 292-4353, Ext. 2-7069  
(800) 848-4815, Ext. 2-7069  
Fax: (614) 292-1260  
E-mail: [ericacve@postbox.acs.ohio-state.edu](mailto:ericacve@postbox.acs.ohio-state.edu)  
URL: <http://ericacve.org>

#### Assessment and Evaluation

University of Maryland  
1129 Schriver Hall  
College Park, MD 20742  
Telephone: (301) 405-7449, (800) 464-3742  
Fax: (301) 405-8134  
E-mail: [ericac@ericae.net](mailto:ericac@ericae.net)  
URL: <http://ericae.net>

#### Community Colleges

University of California at Los Angeles  
3051 Moore Hall  
P.O. Box 951521  
Los Angeles, CA 90095-1521  
Telephone: (310) 825-3931, (800) 832-8256  
Fax: (310) 206-8095  
E-mail: [ericcc@ucla.edu](mailto:ericcc@ucla.edu)  
URL: <http://www.gseis.ucla.edu/ERIC/eric.html>

#### Counseling and Student Services

University of North Carolina at Greensboro  
School of Education, 201 Ferguson Building  
P.O. Box 26171  
Greensboro, NC 27402-6171  
Telephone: (336) 334-4114, (800) 414-9769  
Fax: (336) 334-4116  
E-mail: [ericcass@uncg.edu](mailto:ericcass@uncg.edu)  
URL: <http://www.uncg.edu/edu/ericcass>

#### Disabilities and Gifted Education

Council for Exceptional Children  
1920 Association Drive  
Reston, VA 20191-1589  
Telephone: (703) 264-9474, (800) 328-0272  
TTY: (703) 264-9449  
Fax: (703) 620-2521  
E-mail: [ericcc@cec.sped.org](mailto:ericcc@cec.sped.org)  
URL: <http://www.cec.sped.org/ericcc.htm>

### Educational Management

5207 University of Oregon  
1787 Agate Street  
Eugene, OR 97403-5207  
Telephone: (541) 346-1684, (800) 438-8841  
Fax: (541) 346-2334  
E-mail: [ppiele@oregon.uoregon.edu](mailto:ppiele@oregon.uoregon.edu)  
URL: <http://eric.uoregon.edu>

### Elementary and Early Childhood Education National Parent Information Network (NPIN)

University of Illinois at Urbana-Champaign  
Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820-7469  
Telephone: (217) 333-1386, (800) 583-4135  
TTY: (800) 583-4135  
Fax: (217) 333-3767  
E-mail: [ericcece@uiuc.edu](mailto:ericcece@uiuc.edu)  
URL: <http://ericcece.org>  
URL: <http://npin.org>

### Higher Education

George Washington University  
One Duport Circle, NW, Suite 630  
Washington, DC 20036-1183  
Telephone: (202) 296-2597, (800) 773-3742  
Fax: (202) 452-1844  
E-mail: [eriche@eric-he.edu](mailto:eriche@eric-he.edu)  
URL: <http://www.gwu.edu/~eriche/>

### Information & Technology

Syracuse University  
4-194 Center for Science and Technology  
Syracuse, NY 13244-4100  
Telephone: (315) 443-3640, (800) 464-9107  
Fax: (315) 443-5448  
E-mail: [eric@ericir.syr.edu](mailto:eric@ericir.syr.edu)  
[askeric@askeric.org](mailto:askeric@askeric.org)  
URL AskERIC: <http://www.askeric.org>  
URL ERIC/IT: <http://ericir.syr.edu/ithome>

### Languages and Linguistics

Center for Applied Linguistics  
4646 40th Street, NW  
Washington, DC 20016-1859  
Telephone: (202) 429-9292, (800) 276-9834  
Fax: (202) 659-5641  
E-mail: [eric@cal.org](mailto:eric@cal.org)  
URL: <http://www.cal.org/ericcl>

### Reading, English, and Communication

Indiana University  
Smith Research Center  
2805 East 10th Street, Suite 150  
Bloomington, IN 47408-2698  
Telephone: (812) 855-5847, (800) 759-4723  
Fax: (812) 855-4220  
E-mail: [ericcs@indiana.edu](mailto:ericcs@indiana.edu)  
URL: [http://www.indiana.edu/~eric\\_rec](http://www.indiana.edu/~eric_rec)

### Rural Education and Small Schools

Appalachia Educational Laboratory  
1031 Quarrier Street  
P.O. Box 1348  
Charleston, WV 25325-1348  
Telephone: (304) 347-0400; (800) 624-9120  
TTY: (304) 347-0448  
Fax: (304) 347-0487  
E-mail: [ericrc@aetl.org](mailto:ericrc@aetl.org)  
URL: <http://www.aetl.org/eric>

### Science, Mathematics, and Environmental Education

Ohio State University  
1929 Kenny Road  
Columbus, OH 43210-1080  
Telephone: (614) 292-6717, (800) 276-0462  
Fax: (614) 292-0263  
E-mail: [ericse@osu.edu](mailto:ericse@osu.edu)  
URL: <http://www.ericse.org>

### Social Studies/Social Science Education

Indiana University  
Social Studies Development Center  
2805 East 10th Street, Suite 120  
Bloomington, IN 47408-2698  
Telephone: (812) 855-3838, (800) 266-3815  
Fax: (812) 855-0455  
E-mail: [ericso@indiana.edu](mailto:ericso@indiana.edu)  
URL: [http://www.indiana.edu/~ssdc/eric\\_chess.htm](http://www.indiana.edu/~ssdc/eric_chess.htm)

### Teaching and Teacher Education

American Association of Colleges for Teacher Education  
1307 New York Avenue, NW, Suite 300  
Washington, DC 20005-4701  
Telephone: (202) 293-2450, (800) 822-9229  
Fax: (202) 457-8095  
E-mail: [query@aacte.nche.edu](mailto:query@aacte.nche.edu)  
URL: <http://www.ericasp.org>

### Urban Education

Teachers College, Columbia University  
Institute for Urban and Minority Education  
Main Hall, Room 303, Box 40  
New York, NY 10027-6696  
Telephone: (212) 678-3433, (800) 601-4868  
Fax: (212) 678-4012  
E-mail: [eric-cue@columbia.edu](mailto:eric-cue@columbia.edu)  
URL: <http://eric-web.tc.columbia.edu>

## **ADJUNCT CLEARINGHOUSES**

*Adjunct Clearinghouses are associated with the ERIC Clearinghouse whose scope overlaps the narrower scope of the Adjunct. They provide free reference and referral information in their subject areas and maintain their own mailing lists.*

### **Child Care**

National Child Care Information Center  
301 Maple Avenue West, Suite 602  
Vienna, VA 22180  
Telephone: (800) 616-2242  
Fax: (800) 716-2242  
E-mail: agoldstein@acf.dhhs.gov  
URL: <http://nccic.org>

### **Clinical Schools**

American Association of Colleges for Teacher Education  
1307 New York Avenue, NW, Suite 300  
Washington, DC 20005-4701  
Telephone: (202) 293-2450, (800) 822-9229  
Fax: (202) 457-8095  
E-mail: iabdalha@inet.ed.gov  
URL: <http://www.aacte.org/menu2.html>

### **Consumer Education**

National Institute for Consumer Education  
207 Rackham Building  
Eastern Michigan University  
Ypsilanti, MI 48197  
Telephone: (313) 487-2292  
Fax: (313) 487-7153  
E-mail: Rosella.Bannister@emich.edu  
URL: <http://www.emich.edu/public/coe/nuce>

### **Educational Opportunity**

TRIO Clearinghouse  
National Council of Educational Opportunity Associations  
1025 Vermont Avenue, NW, Suite 200  
Washington, DC 20005  
Telephone: (202) 347-2218  
Fax: (202) 347-0786  
E-mail: clearinghouse@hq.nceoa.org  
URL: <http://www.trioprogams.org>

### **Entrepreneurship Education**

Center for Entrepreneurial Leadership  
Ewing Marion Kauffman Foundation  
4900 Oak Street  
Kansas City, MO 64112-2776  
Telephone: (310) 206-9549, (888) 423-5233  
Fax: (310) 206-8095  
E-mail: celcee@ucla.edu  
URL: <http://www.celcee.edu>

### **ESL Literacy Education**

Center for Applied Linguistics  
4646 40th Street, NW  
Washington, DC 20016-1859  
Telephone: (202) 429-9292, Ext. 200  
Fax: (202) 659-5641  
E-mail: ncle@cal.org  
URL: <http://www.cal.org/ncle>

### **International Civic Education**

Social Studies Development Center  
Indiana University  
2805 East 10th Street, Suite 120  
Bloomington, IN 47408  
Telephone: (812) 855-3838, (800) 266-3815  
Fax: (812) 855-0455  
E-mail: patrick@indiana.edu

### **Law-Related Education**

Social Studies Development Center  
Indiana University  
2805 East 10th Street, Suite 120  
Bloomington, IN 47408-2698  
Telephone: (812) 855-3838, (800) 266-3815  
Fax: (812) 855-0455  
E-mail: tvontz@indiana.edu  
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# ELEMENTARY AND EARLY CHILDHOOD EDUCATION

PS

## APPLICABLE TERMS

ABILITY GROUPING  
ABSTRACT REASONING  
ACADEMIC ACHIEVEMENT  
ACADEMIC FAILURE  
ACCULTURATION  
ACTIVE LEARNING  
ADJUSTMENT  
(TO ENVIRONMENT)  
ADOLESCENT ATTITUDES  
ADOLESCENT DEVELOPMENT  
ADOLESCENTS  
ADOPTED CHILDREN  
ADOPTION  
ADOPTIVE FAMILIES  
ADOPTIVE PARENTS  
ADULT CHILD RELATIONSHIP  
AFFECTIVE BEHAVIOR  
AFTER SCHOOL PROGRAMS  
AGENCY COOPERATION  
AGGRESSION  
ALTERNATIVE ASSESSMENT  
ANCILLARY SCHOOL SERVICES  
ANGER  
ANTIBIAS PRACTICES  
ANTISOCIAL BEHAVIOR  
ANXIETY  
AT RISK PERSONS  
ATTACHMENT BEHAVIOR  
ATTACHMENT THEORY  
ATTITUDE CHANGE  
AUTHENTIC ASSESSMENT  
AUTHORITATIVE PARENTING  
  
BEFORE SCHOOL PROGRAMS  
BEHAVIOR DEVELOPMENT  
BEHAVIOR PATTERNS  
BEHAVIOR PROBLEMS  
BIOLOGICAL INFLUENCES  
BIOLOGICAL PARENTS  
BIRTH ORDER  
BREAKFAST PROGRAMS  
  
CAREGIVER ATTITUDES  
CAREGIVER CHILD RELATIONSHIP  
CAREGIVER ROLE  
CAREGIVER SPEECH  
CAREGIVER TRAINING  
CAREGIVERS  
CAREGIVING PRACTICES  
CARING  
CDA CREDENTIAL  
CHANGE STRATEGIES  
CHILD ABUSE  
CHILD ADVOCACY  
CHILD BEHAVIOR  
CHILD CARE COSTS  
CHILD CARE OCCUPATIONS  
CHILD CAREGIVERS  
CHILD CENTERED EDUCATION  
CHILD DEVELOPMENT  
CHILD HEALTH

CHILD LANGUAGE  
CHILD NEGLECT  
CHILD PSYCHOLOGY  
CHILD REARING  
CHILD RESPONSIBILITY  
CHILD SAFETY  
CHILD SUPPORT  
CHILD WELFARE  
CHILDHOOD ATTITUDES  
CHILDHOOD EXPERIENCES  
CHILDHOOD INTERESTS  
CHILDHOOD NEEDS  
CHILDREN  
CHILDRENS RIGHTS  
CHILDRENS TELEVISION  
CLASSROOM OBSERVATION  
TECHNIQUES  
CLASSROOM TECHNIQUES  
CODES OF ETHICS  
COGNITIVE ABILITY  
COGNITIVE DEVELOPMENT  
COGNITIVE PROCESSES  
COGNITIVE PSYCHOLOGY  
COGNITIVE STYLE  
COLLABORATIVE LEARNING  
COMMUNICABLE DISEASES  
COMMUNICATION SKILLS  
COMMUNITY INVOLVEMENT  
COMMUNITY PROGRAMS  
COMPENSATORY EDUCATION  
COMPLIANCE (PSYCHOLOGY)  
CONCEPT FORMATION  
CONCEPT TEACHING  
CONCEPTUAL CHANGE  
CONFLICT RESOLUTION  
CONTEXT EFFECT  
COOPERATION  
COOPERATIVE LEARNING  
COOPERATIVE PLANNING  
COOPERATIVE PRESCHOOLS  
COPING  
CORPORAL PUNISHMENT  
CREATIVE DEVELOPMENT  
CREATIVE EXPRESSION  
CREATIVE THINKING  
CREATIVITY  
CREATIVITY RESEARCH  
CRITICAL THINKING  
CROSS AGE TEACHING  
CULTURAL AWARENESS  
CULTURAL CONTEXT  
CULTURAL DIFFERENCES  
CULTURAL INFLUENCES  
CULTURAL PLURALISM  
CURRICULUM DESIGN  
CURRICULUM DEVELOPMENT  
CURRICULUM EVALUATION  
  
DAY CARE  
DAY CARE CENTERS  
DAY CARE EFFECTS

DAY CARE LICENSING  
DAY CARE REGULATIONS  
DECISION MAKING SKILLS  
DEMOGRAPHY  
DEPRESSION (PSYCHOLOGY)  
DEVELOPMENTAL CONTINUITY  
DEVELOPMENTAL PSYCHOLOGY  
DEVELOPMENTAL STAGES  
DEVELOPMENTAL THEORY  
DEVELOPMENTALLY  
APPROPRIATE PROGRAMS  
DISCIPLINE  
DISCIPLINE PROBLEMS  
DISCOVERY LEARNING  
DRAMATIC PLAY  
DUAL CAREER FAMILY  
  
EARLY ADOLESCENTS  
EARLY CHILDHOOD EDUCATION  
EARLY EXPERIENCE  
EARLY INTERVENTION  
EARLY PARENTHOOD  
EATING HABITS  
EDUCATIONAL ENVIRONMENT  
EDUCATIONALLY  
DISADVANTAGED  
ELEMENTARY EDUCATION  
ELEMENTARY SCHOOL  
CURRICULUM  
ELEMENTARY SCHOOL STUDENTS  
ELEMENTARY SCHOOLS  
EMERGENT CURRICULUM  
EMERGENT LITERACY  
EMOTIONAL ADJUSTMENT  
EMOTIONAL DEVELOPMENT  
EMOTIONAL EXPERIENCE  
EMOTIONAL PROBLEMS  
EMOTIONAL REGULATION  
EMPLOYED PARENTS  
EMPLOYER SUPPORTED DAY  
CARE  
ENRICHMENT ACTIVITIES  
EVALUATION CRITERIA  
EVALUATION METHODS  
EXPERIENTIAL LEARNING  
EXTRA YEAR PROGRAMS  
(KINDERGARTEN)  
  
FAMILY (SOCIOLOGICAL UNIT)  
FAMILY ATTITUDES  
FAMILY CAREGIVERS  
FAMILY CHARACTERISTICS  
FAMILY COMMUNICATION  
FAMILY DAY CARE  
FAMILY ECOLOGY  
FAMILY ENVIRONMENT  
FAMILY INFLUENCE  
FAMILY INVOLVEMENT  
FAMILY LIFE  
FAMILY LIFE EDUCATION  
FAMILY LITERACY

FAMILY MOBILITY  
 FAMILY NEEDS  
 FAMILY POLICY  
 FAMILY PRESERVATION  
   SERVICES  
 FAMILY PROBLEMS  
 FAMILY PROGRAMS  
 FAMILY RELATIONSHIP  
 FAMILY RESEARCH  
 FAMILY RESOURCE AND  
   SUPPORT PROGRAMS  
 FAMILY ROLE  
 FAMILY SCHOOL RELATIONSHIP  
 FAMILY STRUCTURE  
 FAMILY SUPPORT  
 FAMILY VIOLENCE  
 FAMILY WORK RELATIONSHIP  
 FATHER ATTITUDES  
 FATHERLESS FAMILY  
 FATHERS  
 FOSTER CARE  
 FOSTER CHILDREN  
 FOSTER FAMILY  
 FRIENDSHIP  
  
 GRADE REPETITION  
 GRANDCHILD IN  
 GRANDPARENTS  
 GROUPING (INSTRUCTIONAL  
   PURPOSES)  
  
 HANDS ON EXPERIENCE  
 HEAD START  
 HEALTH CARE COSTS  
 HEALTH NEEDS  
 HEALTH PROMOTION  
 HEALTH SERVICES  
 HETEROGENEOUS GROUPING  
 HIGH RISK STUDENTS  
 HOME PROGRAMS  
 HOME VISITS  
 HOMELESS PEOPLE  
 HOMEWORK  
 HUMAN SERVICES  
  
 IMAGINATION  
 INCLUSIVE SCHOOLS  
 INDIVIDUAL CHARACTERISTICS  
 INDIVIDUAL DEVELOPMENT  
 INDIVIDUAL DIFFERENCES  
 INDIVIDUALIZED INSTRUCTION  
 INFANT BEHAVIOR  
 INFANTS  
 INFORMAL ASSESSMENT  
 INSTRUCTIONAL EFFECTIVENESS  
 INTEGRATED SERVICES  
 INTELLECTUAL DEVELOPMENT  
 INTERDISCIPLINARY APPROACH  
 INTERGENERATIONAL PROGRAMS  
 INTERGENERATIONAL  
   RELATIONSHIP  
 INTERMEDIATE GRADES  
 INTERPERSONAL  
   COMMUNICATION  
 INTERPERSONAL COMPETENCE  
 INTERPERSONAL RELATIONSHIP

JUNIOR HIGH SCHOOL STUDENTS  
  
 KINDERGARTEN  
 KINDERGARTEN CHILDREN  
 KNOWLEDGE ACQUISITION  
  
 LANGUAGE ACQUISITION  
 LANGUAGE SKILLS  
 LATCHKEY CHILDREN  
 LEAD POISONING  
 LEARNING ACTIVITIES  
 LEARNING CENTERS  
   (CLASSROOM)  
 LEARNING ENVIRONMENT  
 LEARNING PROBLEMS  
 LEARNING PROCESSES  
 LEARNING READINESS  
 LEARNING STRATEGIES  
 LEARNING THEORIES  
 LISTENING COMPREHENSION  
 LISTENING SKILLS  
 LITERACY ACQUISITION  
 LOCUS OF CONTROL  
 LONELINESS  
 LUNCH PROGRAMS  
  
 MATERNAL HEALTH  
 MEMORY  
 MEMORY DEVELOPMENT  
 MIDDLE SCHOOL STUDENTS  
 MIDDLE SCHOOLS  
 MIGRANT CHILDREN  
 MIXED AGE GROUPING  
 MIXED AGE GROUPS  
 MONTESSORI METHOD  
 MORAL DEVELOPMENT  
 MORAL VALUES  
 MOTHER ATTITUDES  
 MOTHER ROLE  
 MOTHERS  
 MOTIVATION  
 MOTOR DEVELOPMENT  
 MULTICULTURAL EDUCATION  
 MULTIGRADED CLASSES  
 MULTIPLE INTELLIGENCES  
  
 NATURE NURTURE  
   CONTROVERSY  
 NEONATES  
 NEW PARENTS  
 NONGRADED INSTRUCTIONAL  
   GROUPING  
 NONTRADITIONAL EDUCATION  
 NONVERBAL COMMUNICATION  
 NUCLEAR FAMILY  
 NURSERY SCHOOLS  
 NUTRITION  
  
 ONE PARENT FAMILY  
 OUTCOMES OF EDUCATION  
  
 PARENT ASPIRATION  
 PARENT ATTITUDES  
 PARENT CAREGIVER  
   RELATIONSHIP  
 PARENT CHILD RELATIONSHIP

PARENT EDUCATION  
 PARENT INFLUENCE  
 PARENT MATERIALS  
 PARENT PARTICIPATION  
 PARENT RESPONSIBILITY  
 PARENT ROLE  
 PARENT SCHOOL RELATIONSHIP  
 PARENT TEACHER CONFERENCES  
 PARENT TEACHER COOPERATION  
 PARENT TEACHER RELATIONSHIP  
 PARENT WORKSHOPS  
 PARENTAL LEAVE  
 PARENTHOOD EDUCATION  
 PARENTING SKILLS  
 PARENTING STYLES  
 PARENTS  
 PARENTS AS TEACHERS  
 PEDIATRICS  
 PEER ACCEPTANCE  
 PEER GROUPS  
 PEER INFLUENCE  
 PEER RELATIONSHIP  
 PERCEPTION  
 PERCEPTUAL DEVELOPMENT  
 PERINATAL INFLUENCES  
 PERRY PRESCHOOL PROJECT  
 PERSONALITY DEVELOPMENT  
 PERSONALITY TRAITS  
 PHYSICAL DEVELOPMENT  
 PIAGETIAN THEORY  
 PLAY  
 PLAY LEARNING  
 PLAYGROUND ACTIVITIES  
 PLAYGROUNDS  
 POPULARITY  
 PORTFOLIO APPROACH  
 PORTFOLIO ASSESSMENT  
 PORTFOLIOS (BACKGROUND  
   MATERIALS)  
 POVERTY PROGRAMS  
 PRAISE  
 PREADOLESCENTS  
 PREMATURE INFANTS  
 PRENATAL CARE  
 PRENATAL INFLUENCES  
 PREREADING EXPERIENCE  
 PRESCHOOL CHILDREN  
 PRESCHOOL CURRICULUM  
 PRESCHOOL EDUCATION  
 PRESCHOOL EVALUATION  
 PRESCHOOL TEACHERS  
 PRESCHOOL TESTS  
 PRETEND PLAY  
 PRIMARY CAREGIVERS  
 PRIMARY EDUCATION  
 PRINT AWARENESS  
 PROBLEM SOLVING  
 PROJECT APPROACH  
   (KATZ AND CHARD)  
 PROJECT HEAD START  
 PROSOCIAL BEHAVIOR  
 PSYCHOLOGICAL  
   CHARACTERISTICS  
 PSYCHOMOTOR SKILLS

QUALITY INDICATORS  
QUALITY OF LIFE

RACIAL ATTITUDES  
RACIAL DIFFERENCES  
READING ALOUD TO OTHERS  
RECALL (PSYCHOLOGY)  
RECESS BREAKS  
RECOGNITION (PSYCHOLOGY)  
REGGIO EMILIA APPROACH  
REPORT CARDS  
RESILIENCE (PERSONALITY)  
RETENTION (PSYCHOLOGY)  
REWARDS

SADNESS  
SCAFFOLDING  
SCHOOL AGE DAY CARE  
SCHOOL BREAKFAST PROGRAM  
SCHOOL COMMUNITY PROGRAMS  
SCHOOL COMMUNITY  
RELATIONSHIP  
SCHOOL ENTRANCE AGE  
SCHOOL ORGANIZATION  
SCHOOL READINESS  
SCHOOL READINESS TESTS  
SCHOOL SAFETY  
SCHOOL SCHEDULES  
SELF CONCEPT  
SELF ESTEEM  
SELF EVALUATION (INDIVIDUALS)  
SEPARATION ANXIETY  
SESAME STREET  
SEX BIAS  
SEX DIFFERENCES  
SEX ROLE  
SEX STEREOTYPES  
SEXUAL ABUSE  
SEXUAL IDENTITY  
SHYNESS  
SIBLING RELATIONSHIP  
SIBLINGS  
SICK CHILD CARE  
SMALL GROUP INSTRUCTION  
SOCIAL ADJUSTMENT  
SOCIAL BEHAVIOR  
SOCIAL CHANGE  
SOCIAL COGNITION  
SOCIAL DEVELOPMENT  
SOCIAL DIFFERENCES  
SOCIAL INFLUENCES  
SOCIAL PROBLEMS  
SOCIAL RESPONSIBILITY  
SOCIAL SERVICES  
SOCIAL SUPPORT GROUPS  
SOCIALIZATION  
SOCIOCULTURAL PATTERNS  
SOCIOECONOMIC INFLUENCES  
SOCIOECONOMIC STATUS  
SOCIOMETRIC STATUS  
SPATIAL ABILITY  
STEPPFAMILY  
STORY READING  
STRESS MANAGEMENT  
STRESS VARIABLES  
STUDENT ADJUSTMENT

STUDENT ATTITUDES  
STUDENT BEHAVIOR  
STUDENT CENTERED  
ASSESSMENT  
STUDENT CENTERED  
CURRICULUM  
STUDENT CHARACTERISTICS  
STUDENT EVALUATION  
STUDENT MOTIVATION  
STUDENT NEEDS  
STUDENT PROJECTS

TEACHER ATTITUDES  
TEACHER BEHAVIOR  
TEACHER EDUCATION  
TEACHER EFFECTIVENESS  
TEACHER ROLE  
TEACHER STUDENT  
RELATIONSHIP  
TEACHING METHODS  
TEAM TEACHING  
TELEVISION VIEWING  
THEMATIC APPROACH  
THEORY PRACTICE  
RELATIONSHIP  
THINKING SKILLS  
TIME FACTORS (LEARNING)  
TODDLERS  
TOYS  
TRANSITIONAL PROGRAMS  
TRANSRACIAL ADOPTION

VALUE JUDGMENT  
VALUES  
VERBAL COMMUNICATION  
VERBAL DEVELOPMENT  
VIOLENCE  
VISUAL PERCEPTION  
VOCABULARY DEVELOPMENT  
VOLUNTEERS  
VYGOTSKY (LEV S)

WEBBING (THEMATIC)  
WELFARE SERVICES  
WHOLE CHILD APPROACH  
WHOLE LANGUAGE APPROACH  
WITHDRAWAL (PSYCHOLOGY)  
WORD RECOGNITION  
WRITING READINESS

YOUNG CHILDREN

ZONE OF PROXIMAL  
DEVELOPMENT

## ERIC MANDATORY "EDUCATIONAL LEVEL" DESCRIPTORS

(Procedure implemented February 1975)

- **EARLY CHILDHOOD EDUCATION**  
Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth through the primary units of elementary school (grades K-3).
- **PRESCHOOL EDUCATION**  
Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth to entrance in kindergarten (or grade 1 when kindergarten is not attended).
- **PRIMARY EDUCATION**  
Scope Note: Education provided in kindergarten through grade 3.
- **ELEMENTARY SECONDARY EDUCATION**  
Scope Note: Formal education provided in kindergarten or grade 1 through grade 12.
- **ELEMENTARY EDUCATION**  
Scope Note: Education provided in kindergarten or grade 1 through grade 6, 7, or 8.
- **ADULT BASIC EDUCATION**  
Scope Note: Education provided for adults at the elementary level (through grade 8), usually with emphasis on communicative, computational, and social skills.
- **PRIMARY EDUCATION**  
Scope Note: (See above.)
- **INTERMEDIATE GRADES**  
Scope Note: Includes the middle and/or upper elementary grades, but usually 4, 5, and 6.
- **SECONDARY EDUCATION**  
Scope Note: Education provided in grade 7, 8, or 9 through grade 12.
- **JUNIOR HIGH SCHOOLS**  
Scope Note: Providing formal education in grades 7, 8, and 9 – less commonly 7 and 8, or 8 and 9.
- **HIGH SCHOOLS** *(Changed from "Senior High Schools" in March 1980.)*  
Scope Note: Providing formal education in grades 9 or 10 through 12.
- **HIGH SCHOOL EQUIVALENCY PROGRAMS**  
Scope Note: Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate, e.g., General Educational Development program.
- **POSTSECONDARY EDUCATION**  
Scope Note: All education beyond the secondary level – includes learning activities and experiences beyond the compulsory school attendance age, with the exception of adult basic education and high school equivalency programs. (Before APR75, restricted to "education beyond grade 12 and less than the baccalaureate level.")
- **HIGHER EDUCATION**  
Scope Note: All education beyond the secondary level leading to a formal degree.
- **TWO YEAR COLLEGES** *(Changed from "Junior Colleges" in March 1980.)*  
Scope Note: Public or private postsecondary institutions providing at least 2, but less than 4, years of academic and/or occupational education.

**ERIC OPTIONAL 'AGE LEVEL' DESCRIPTORS****NEONATES**

Scope Note: Aged birth to approximately 1 month.

**INFANTS**

Scope Note: Aged birth to approximately 24 months.

**YOUNG CHILDREN**

Scope Note: Aged birth through approximately 8 years.

**CHILDREN**

Scope Note: Aged birth through approximately 12 years.

**TODDLERS**

Scope Note: Approximately 1-3 years of age.

**PRESCHOOL CHILDREN**

Scope Note: Approximately 2-5 years of age.

**PREADOLESCENTS**

Scope Note: Approximately 9-12 years of age.

**ADOLESCENTS**

Scope Note: Approximately 13-17 years of age.

**YOUNG ADULTS**

Scope Note: Approximately 18-30 years of age.

**ADULTS**

Scope Note: Approximately 18+ years of age.

**ADULTS (30 TO 45)**

Scope Note: Age group between "young adults" and "middle aged adults" --approximately 30-45.

**MIDDLE AGED ADULTS**

Scope Note: Approximately 45-64 years of age.

**YOUNG OLD ADULTS**

Scope Note: Approximately 65-75 years of age.

**OLDER ADULTS**

Scope Note: Approximately 65+ years of age.

**OLD OLD ADULTS**

Scope Note: Approximately 75+ years of age.

CODE*	PUBLICATION/DOCUMENT TYPES
010	BOOKS
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020	—General
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022	—Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	—Undetermined
041	—Doctoral Dissertations
042	—Masters Theses
043	—Practicum Papers
	GUIDES
050	—General (use more specific code, if possible)
	—Classroom Use
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055	—Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc., in Non-Classroom Situations)
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	REPORTS
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143	—Research/Technical
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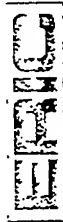
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